DOCUMENT RESUME

ED 176 476	EC 120 524
TITLE	SER-LARS, Volume 10. Instructional Methods I. 1975-76 Edition.
INSTITUTION	Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	76
CONTRACT	OEC-0-74-7892; OEC-2-70-0051
GRANT	300-75-0034
NOTE	734p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; See EC 120 515-526 for Volumes 2 and 3
EDRS PRICE	MF04/PC30 Plus Postage.
DESCRIPTORS	Adapted Physical Education; Arithmetic; Daily Living Skills; Fine Arts; *Handicapped Children; Handwriting; Hygiene; *Individualized Programs; Language Arts; Mathematics; Music; Perceptual Motor Learning; Phonics; Prevocational Education; Reading; Reading Comprehension; Recreational Activities; Sciences; Self Care Skills; Sensory Experience; Sensory Training; Social Relations; Social Studies; Speech Instruction; Spelling; Structural Analysis; Study Skills; *Teaching Methods; Vocabulary; Vocational Education
IDENTIFIERS	*SER LARS (Information System)

ABSTRACT

The book briefly describes several hundred instructional methods from the Special Education Resources Location Analysis and Retrieval System (SER-LARS), which are intended for use in developing and carrying out individualized programs for handicapped children. Each teaching method includes an accession number; title; author; source; teacher tasks; and instructional materials, media, or hardware necessary to use the method. The index is divided into general subject areas, under which are listed specific skills pertaining to that subject area. Listed under each skill are the accession numbers of the specific teaching methods that are relevant. General subject areas include auditory, visual, gustatory, olfactory, tactile, higher level cognitive functions, affective, reading, phonics, comprehension, structural analysis, vocabulary, literature, English grammar and composition, handwriting, spelling, speech and language development, study skills, numeration, addition, subtraction, multiplication, division, fractions, decimals, percent, geometry, money, time, measurement, social studies, science, gross motor, fine motor, adaptive physical education, recreation and playground activities, toileting, feeding and eating, drinking, grooming, hygiene, clothing care, safety, dressing, prevocational, vocational, daily living skills, fine arts, music, self-knowledge, and social interaction. (DLS)

ED176476

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SER-LARS

SPECIAL EDUCATION RESOURCES LOCATION ANALYSIS AND RETRIEVAL SYSTEM

VOLUME 10

INSTRUCTIONAL METHODS I

The National Learning Resource Center of Pennsylvania (NLRC/P), A Project of the Pennsylvania Department of Education (Bureau of Special and Compensatory Education), with Montgomery County Intermediate Unit No. 23 as Local Education Agency

For further information, please contact the National Learning Resource Center of Pennsylvania, 500 Valley Forge Plaza, 1150 First Avenue, King of Prussia, PA 19406 (telephone 1-215-265-3706).

1975-76 Edition

EC/205 24

The development of the SER-LARS system has been supported by the Division of Special Education (Commonwealth of Pennsylvania), by NLRC/P (Grants # 300-75-0034 and # OEC-0-74-7892), by NRRC/P (Title VIC ESEA Grant # OEC-2-70-0051), by an ESEA Title VI grant in IU 10 (# 48-0155-13-080) and (# 48-0246-44-425), by an ESEA Title VI grant in Huntingdon County (# 48-0769-31-290), by an ESEA Title VI grant in IU 11 (# 48-0769-31-291), by an 89-313 grant in Elwyn Institute (# 48-7084-23-830), by an ESEA Title III grant in IU 23 (# R-59-H-48-70-0010-0), by an ESEA Title III grant in Allentown (# 710578), by an ESEA Title III grant in the Philadelphia School District (# F2-72071-51-500-01-15-A) and by IUs 15 and 23. However, no formal endorsement of the content herein or the practices implied thereby is to be inferred on the part of the supporting agencies.

SECTION
SER-LARS User's Handbook

SUBJECT
SER-LARS Reports: Instructional Methods Information

SUMMARY. Policy and procedures are outlined for the use of SER-LARS instructional methods information.

POLICY STATEMENT. The SER-LARS instructional methods file is designed to support system users as they develop and document prescriptions (See Diagnostic-Prescriptive Model - Levels 6 and 7). A method is defined as the technique of instruction. Each includes a description of student tasks or objectives, teacher tasks, and instructional materials, media or hardware necessary to use the method. If the required instructional material involves complex construction, it will be reported in the instructional material file (See SER-LARS Reports: Instructional Material Information).

METHODS (E-3)

1. Description - this is a report of instructional procedures. Each method includes a title, author and source as well as content area terms which describe the intent. Student tasks are presented sequentially with the associated sequential instructional tasks. Associated media and materials are briefly described.

2. Purpose - this report can be used as an initial source when looking for a technique to use in teaching a general content area. It can also be used to search for a technique which has been identified by number on another document (See SER-LARS Report: Objective History).

3. Source - the method information is based on data obtained from SER-LARS users and various curricula (See SER-LARS Forms: Instructional Methods Record, E-3 of the Prescription Record Form).

4. Procedures - (a) Use of E-3 index: Each method in this report is identified by content descriptor (general subject area) such as phonics, long vowels. The index is arranged into major sections such as reading, math, self-help skills, etc. Listed under each general subject are the numbers of methods dealing with that area, (b) The actual reports describing the methods can be found in the body of the report in numerical order and if the number is known, then the index may be skipped.

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PREVOCATIONAL

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Trainable Mental Retardation

Severe Mental Retardation

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PHYSICALLY ORIENTED HANDICAP (Continued)

Blind -- 53237, 53240

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Socially and/or emotionally maladjusted

GIFTED

MULTIPLY HANDICAPPED

ASSESSMENT

Intelligence

Achievement or Readiness

Reading

Mathematics

Perceptual Motor

Interpersonal

Speech, Vocabulary, Language

Vocational

General Screening

OTHER

Underachieving

Less need for placement

ACTIVITY LEVEL

Hyperactive

Hypoactive

Accession Number 52002

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52002
TITLE: Following Directions
AUTHOR(S): H. Jennings - ID #39
SOURCE: Urban Unit
EDITOR(S): M. Carricato - CCSU #12

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A6-03 Comprehension/Non Reading

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Puts object on table Follows more complex direction	Familiarize student with object to be used in following directions e.g. Put _______ on table Develop directions from one word to more complex (two-three stage) directions	Table

NLRC/P

Accession Number 52005

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52005
TITLE: Rolling/Picking Up Ball
AUTHOR(S): H. Jennings - ID #39
SOURCE: Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-05 Gross Motor/ Catch
11-21 Gross Motor/Throw

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stops a rolling ball	Teacher rolls ball to student.	Ball
Rolls ball with help	Supports student's hands in returning (rolling) the ball	
Rolls ball without help	Student is allowed to respond independently.	
Picks up and drops ball	Prompt student to pick up ball with guidance and drop ball in teacher's hand.	

Accession Number 52007

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52007
TITLE: Drinking From Progressively Larger Opening At Top Of Cup
AUTHOR(S): M. Hill - ID #31
SOURCE: Urban Unit
EDITOR(S): P.Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J3 - 03 Drinking/Cup Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Wrap aluminum foil across top of a small plastic cup	Plastic cup Aluminum foil
	Punch a small hole in the foil	
Drinks from cup held by adult	Hold cup for student and prompt him to drink	
Grasps cup when held by adult	Next, prompt student to grasp the cup as you do	
Helps tip cup held by adult	Finally encourage student to help tip the cup for drinking	
	Gradually increase the size of the opening in the aluminum foil as student succeeds	

NLRC/P

Accession Number 52008

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52008
TITLE: Locates An Object From A Bag
AUTHOR(S): M. Hill - ID #31
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A5-03 Tactile Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Fill a small draw string purse with various shapes and materials of different textures, e.g. stones, clay, feathers, sandpaper, cloth.	Draw string purse Stones
Discriminates different shapes by touch Discriminates different textures by touch	Request the student to find a particular shape or material by reaching into bag and feeling for the requested item.	Clay Feathers Sandpaper Cloth

Accession Number 52009

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52009
TITLE: Matching Colors, Sizes, Shapes
AUTHOR(S): M. Hill - ID #31
SOURCE: Urban Unit
EDITOR(S): M. Carricato - CCSU #12

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-06 Visual Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Match objects by: color size shape Sorts objects by: color size shape	Flashcards containing various sizes, colors, shapes are presented to the student who matches the items according to color, size, shape. Flashcards are then sorted by the student by the same dimensions e.g. put all round items here etc. Beads of various colors and sizes can also be employed.	Flashcards Beads

Accession Number 52020

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52020
TITLE: Imitating Use Of Spoon
AUTHOR(S): M. Bass - ID #29
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates proper use of spoon	Teacher and staff demonstrates proper use of spoon during snack and lunch times, dolls and toy dishes were used also in demonstration.	Spoon Dolls Toy dishes

Accession Number 52024

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52024
TITLE: Grasping Spoon and Guiding To Mouth
AUTHOR(S): J. Mayhew - ID #27
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS J2-15 Utensil use
OF
LEARNING OBJECTIVES:

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Grasps spoon	Manipulate students hand through sequence of grasping spoon and guiding it to the mouth. Repeat as often as necessary until process is learned.	Spoon
Places spoon in mouth		

Accession Number 52025

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52025
TITLE: Strengthening/Toning Muscles
AUTHOR(S): J. Mayhew - ID #27
SOURCE: Urban Unit
EDITOR(S): P.Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-03 Gross Motor/Body Movements

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Pulls to sit up position with help	To increase strength and muscle tone, begin with program of sit ups putting pressure on the legs and pulling the student upward.	Toys
Moves from uncomfortable position	Place student in rather uncomfortable positions and hold there until student tries to get out of position.	
Rolls over	Tickling student may help to begin rolling over.	
Moves toward object	Place favored toys or objects 3 feet away from student, eventually movement will begin toward object. Reward each movement	

Accession Number 52030

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52030
TITLE: Names Body Parts From Drawing
AUTHOR(S): B. Howerton - ID #25
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M1-03 Name/touch body parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Student is given large drawing of body with parts labeled.	Large drawing of body
Touches each body part on drawing and own corresponding body parts.	Prompt student to touch each body part on drawing and corresponding body part of self.	
Touches and names gross and fine body parts.	Prompt student to name each part simultaneously	

Accession Number 52042

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52042
TITLE: Reaching For Various Objects
AUTHOR(S):
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-13 Gross Motor/Reach

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Gather student's personal toys.	Student's Personal toys
Reaches for toys Grasps for toys	Find objects that inerest student enough so that he wants to reach and attempt to grasp them. Words of encouragment and praises, gestures of affection to reinforce.	

Accession Number 52045

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52045
TITLE: Indicating Awareness Of Self And Others
AUTHOR(S):
SOURCE: Urban Unit
EDITOR(S): M. Carricato - CCSU #12

CONTENT DESCRIPTORS E4-08 Receptive language
OF E4-05 Expressive language
LEARNING OBJECTIVES:

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Indicates awareness of being addressed	Each time a direction is given or question asked, implementer asks "What is your name?"	
Speaks with teacher using simple sentences	To encourage sentence use, gestures are used with verbalization, later gestures are gradually dropped but verbalization continued.	
Recognizes own name	Flashcards with letters of students' name are presented with sufficient repetition until student associates letter combination with himself	

Accession Number 52047

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52047
TITLE: Matches/Sorts Objects
AUTHOR(S): J.Wright - ID #35
SOURCE: Urban Unit
EDITOR(S): M. Carricato - CCSU #12

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-06 Visual Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Matches objects, colors, lengths, size, shape	Present pattern of beads on string, and have student match pattern.	Beads String
Sorts objects, size, shape, color	Have student sort blocks according to color; sort balls according to size. Later begin sorting by two characteristics e.g. size and color.	Blocks Balls
Identifies fine differences in pictures.	Use photographs similar in nature and have student point out differences.	Photographs

Accession Number 52048

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52048
TITLE: Walking Stairs
AUTHOR(S): J.Wright - ID #35
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks down stairs one at a time with aid	Begin by placing portable steps next to wall and prompt student to walk down stairs one at a time while you give support. Practice twice daily.	Portable steps
Walks down stairs one at a time independently	Next prompt student to walk down stairs one step at a time independently.	
Walks down stairs alternately with aid.	Next work with student to walk down stairs alternately with your assistance.	
	Gradually move portable steps away from wall	

Accession Number 52050

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52050
TITLE: Grasping Exercise/Pincer Grasp
AUTHOR(S): J. Wright - ID #35
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses opposed thumb and first two fingers	Prompt student to use clothespin with spring and practice clipping pin on coffee can. Also button and unbuttoning coat while the coat is spread on table	Clothespin Can Coat

Accession Number 52056

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52056
TITLE: Walking While Holding On
AUTHOR(S): R. Rifkind - ID #37
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Begin with supporting student and gradually with draw as student becomes more confident	
Takes steps while being held by both arms	Prompt student to take steps, hold both arms	
Walks while being held by one arm	Next, prompt student to walk, hold one arm	
Walks around objects while holding on for support	Next, prompt student to walk around objects while holding on for support	
Walks short distance from one object to another	Prompt student to walk short distance from one object to another	
Walks independently frontwards	Next, prompt student to walk indepen - dently in a forward direction	
Walks down stairs one at a time with aid	Finally, work with student walking down steps one at a time	

Accession Number 52057

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52057
TITLE: Rolling And Catching A Ball
AUTHOR(S): R. Rifkind - ID #37
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-21, 11-05 Gross Motor/Throw/Catch

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes manner for rolling ball across floor	Demonstrate rolling ball while in a seated position on floor	Ball
Cooperates in rolling ball	Hold student's hand on ball - demonstrate rolling ball using word "roll" each time	
Cooperates in catching ball	Demonstrate "catch" in same manner	
Practices rolling ball to others while in different positions	Continue practicing rolling ball to target person while in different positions	

Accession Number 52058

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52058
TITLE: Grasping - Using Peg And Pegboard
AUTHOR(S): J. Mayhew - ID #27
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	A2-09	Visual Motor Integration
	12-02	Fine Motor/Grasping
	12-05	Fine Motor/Thumb-finger Opposition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Grasps peg (with either a palm grasp or thumb-finger grasp).	Present peg to the student and say, "take the peg"; once the student has taken the peg say, "put the peg in the hole," if he does so, reward	Pegs Pegboard
Inserts peg into peg-board hole	If student is unable to take the peg. properly then manipulate his hands and fingers in grasping the peg correctly. His hand should then be guided to insert the peg. Once this has been done, reward.	
Grasps peg and removes from pegboard on command Places peg in box on command	Next, prompt student to take the peg out of the pegboard on command, "take the peg out of the hole." Once this has been done have the student put the peg in the box on command, "Put the peg in the box." if he does, reward. If the student is unable to do this properly or only does a portion, then manipulate his hands for him and guide him through the operation. Once you've accomplished this, reward student.	
	Repeat procedure as many times as necessary until the student is successful. Once the student has learned the task, present the task several times a week just to make sure he does not lose what was learned.	
	Work on task approximatley one-half hour per day, broken down into 15 mimute sessions over morning and afternoon.	

NLRC/P

Accession Number 52059

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52059
TITLE: Removing Rings From Ringpole
AUTHOR(S): J. Mayhew - ID #27
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-09 Visual Motor Integration
12-04 Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Removes ring from pole on command Hands ring to implementer on command	Place the rings in front of the student. Place your hand around the second ring so the student does not take off more than one ring at a time. Then tell the student to, "Take the ring off the pole". If the student successfully does this, then say, "Give me the ring." If successfully done, reward the student. If the student is unable to do this manipulate his hands for him and put him through the procedures stated before; do all this in coordination with the proper verbal commands.	Rings Pole
Takes ring on command and places it on pole when commanded	Next, hand the ring to the student and say; "take the ring". Once he has done this, then say; "put the ring on the pole". If the student should put the ring in the vicinity of the pole or trys to put it on but can't; then guide the act to completion and reward him. If he is unable to or does not respond take his hands and manipulate them for him and put him through the task and then reward him. One-half hour is sufficient time for this task each day. Once the task has been learned, allow the student to repeat the task a couple of times a week to insure that the skill will not be forgotten because of lack of use.	

Accession Number 52060

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52060
TITLE: Finger Feeding And Drinking
AUTHOR(S): J. Mayhew - ID #27
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-04 Finger Feeding

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Picks up food and eats on command with assistance as necessary	Present the food to the student and say; "eat your food". Make sure the food has been chopped up into small enough pieces, so he does not choke on pieces too large. If the student makes no attempt to pick the food up, then take his hand and manipulate them to pick up the food and then guide his hand with the food to his mouth. After the food has been placed in his mouth, praise him.	Food Cup of milk
Drinks milk from cup with assistance as necessary	After he has chewed his food, take a cup of milk and manipulate his fingers around the handle and hold onto the fingers and hand and guide the cup to his mouth and allow him to drink, tilting the cup appropriatley in order to allow the milk to come out. Do this after each bite of food at first, and then only when you think he needs liquid. If the student does not feed himself and you feel he is capable of doing so, then withdraw the food, for that meal, after a period from ½ to 1 hour, whether he has eaten or not; use your own discretion. If the student becomes hungry enough, he will eventually obtain the food at one of the following meals. If you have to go 2 or 3 meals without him eating, it will not adversely affect the student unless there exists some medical anomoly. The greater the	

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	motivation, the greater the probability there will be that he will start feeding himself. If the student has gone one full day without food; at supper time present the food so he can self-feed. If he does not respond then feed the student and start the procedure over again at the next meal. Make sure the student likes to eat before you attempt the preceding procedure. Some children might not enjoy eating and prefer not to eat if they are not fed by someone. A sufficient time period for this task is anywhere from ½ to 1 hour.	

Accession Number 52061

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52061
TITLE: Walking Using Support
AUTHOR(S): J. Mayhew - ID #27
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Practices walking while holding on to instructor's hands	Repeated practice for the student at walking while holding onto both of the instructor's hands is necessary.	Chair Rope
Walks pushing a chair with two hands Walks pushing a chair with one hand	Another exercise for walking with two hand support is to have the student walk pushing a chair along the floor or through the use of a walker. Once the student has mastered walking with two hands then transfer him to walking using one hand only for assistance.	
Walks with support of taunt rope Walks without assistance	Once he can walk holding onto only a taunt rope and walk a few steps; gradually increase the amount of steps he walks until he can walk the length of the room holding onto the taunt rope. Gradually slacken the rope until the student is walking without the security of some assistance. Use verbal encouragement and attractive lures to help motivate walking. Spend at least 15 minutes per day on this skill, more if possible.	

Accession Number 52062

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52062
TITLE: Standing With Decreasing Support
AUTHOR(S): J. Mayhew - ID #27
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-20 Gross Motor/Stand

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands with one hand assistance	Have the student stand up holding onto your one hand. Once the student seems to have his balance, withdraw the support of your hand and allow him to stand alone.	
Stands alone	At first he may fall a lot or stand only momentarily and then fall. Repeat the procedure until the student can stand indefinitely 15 minutes per day for this skill.	

Accession Number 52063

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52063
TITLE: Learning to Crawl With Manipulation
AUTHOR(S): J. Mayhew - ID #27
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-07 Gross Motor/Crawl

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Cooperately crawls with assistance	Get one person to manipulate his hands and another to manipulate his legs. Make sure the student's torso is off the floor when manipulating the student. Repeat the procedure as many times as necessary until crawling is self-initiated. Spend approximately 15 minutes per day on this skill.	

Accession Number 52064

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52064
TITLE: Rolling With Assistance
AUTHOR(S): J. Mayhew - ID #27
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-14 Gross Motor/Roll

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Rolls from supine to prone position with or without assistance	Lay the student on his back (supine position) and ask him to roll over, if he does so reward him. If he only makes a ½ roll, then prod him into making the rolling motion or physically manipulate his body for him. If he can not do it at all, physically manipulate him through the rolling motion in conjunction with the appropriate verbal cues and then reward him. Do this procedure again for the prone position. Repeat these procedures until the skill is learned. Spend at least 5 minutes per day on this skill.	

Accession Number 52065

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52065
TITLE: Body Movements Through Manipulations
AUTHOR(S): J. Mayhew - ID #27
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-03 Gross Motor/Body Movements

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
In supine position, cooperately raises head and back off the floor with assistance	Lay the student in a supine position on the floor, then take the student's hands and pull the student to you, slightly raising only his head and back off the ground an inch. The instructor should be seated on the student's legs to prevent his bending them or moving around.	
Pulls self up with hand support	Then allow the student to pull himself up using your hands as support. Later on when the student is able to, let him hold onto your hands. If the student is not able to do anything by himself, manipulate him through the actions. For the arm and leg flexes, manipulate the student's arms and legs for him. The same goes for the finger and wrist flexes. This task should take about 15 minutes per day. Any self-initiated action should be rewarded.	

Accession Number 52066

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52066
TITLE: Record Keeping For Elimination
AUTHOR(S): J. Mayhew - ID #27
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J1-02 Toileting/Elimination Pattern

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on toilet for 20 minutes	Keep a record of the approximate time elimination occurs by checking the diaper every 15 minutes. Once a relatively consistent interval has been established, place the student on the toilet 10 minutes before and leave him on the toilet for 20 minutes. If the student eliminates on the toilet reward him. If the student is already wet when you check him, take the student and place him on the toilet for the full twenty minute interval. Remember, reward each successful action. Once he is used to eliminatinating on the toilet the next step may be taken towards complete toilet training.	

Accession Number 52067

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52067
TITLE: Awareness Of Others Through Verbal Cues
AUTHOR(S): J. Mayhew - ID #27
SOURCE: Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-02 Awareness of others

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Looks at implementer on command	Present the verbal cue "Look at me" four times. If the student responds properly at any time reward him with a piece of cookie and repeat the verbal cues. If the student has not responded properly after the presentation of the fourth verbal cue, then take a piece of cookie and allow the student to see the cookie. Once the student has seen the piece of cookie, then take the cookie and guide it slowly to a position directly in front of the instructors eye; as you are guiding the cookie to your eyes say as you are doing this "Look at me". He will follow the piece of cookie. When his eyes meet yours reward him with a piece of cookie. Our short term behavioral objective will be to follow the piece of cookie with his eyes until he has made eye to eye contact with his instructor. Criteria for learning will be ten correct responses out of ten trials on five consecutive sessions. Once guided eye to eye contact has been achieved; repeated stress on verbal cues should be emphasized. Instead of limiting the number of verbal cues to four, this number can be extended, depending on the need as seen by the instructor. If enough repetitions are	Cookie or appropriate reward

NLRC/P

Accession Number 52067

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	given, immediate eye to eye contact on command will result. Once command oriented eye to eye contact has been achieved the instructor can gradually begin to space the administration of reward on a variable-interval schedule. This schedule increases the probability of correct responses by rewarding some responses and not others thus increasing the motivation factor. Gradually, the reward can be changed from food to praise. Thus eliminating any need for food as a motivating factor for the response. Some students do not attend to food the way others do, so in this case the instructor would have to take the student under the chin with his hand and physically guide eye to eye contact repeating the approximate verbal cues as he performs the action. Once eye to eye contact is made he would reward the student with a reward desired by that student. Repeat these tasks until the criteria for success has been met. This task is to be done at every opportunity. Work on this task approximately one hour per day. The task can be split up into 15 minute sessions, if desired.	

Accession Number 52068

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52068
TITLE: Raises Head At Sight Of Object
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies prone over ball or mat Holds head extended from ball or mat with assistance Raises head at sight of toy with assistance Raises head independently	1) Seat student on a large beach ball or circular mat in prone position and grasp hands and pull forward until head is extended out over mat or ball. Hold him for 3 seconds then push him back until his head is resting on the ball. Repeat this until the student can hold head straight out from the ball for 3 seconds This builds up neck muscles needed for head control. 2) Teacher repeats prescription number 1 but places student in a supine position. 3) Teacher places student in prone position and tries to get the student to raise head at the sight of a toy. If student doesn't respond, teacher manipulates his head so he is looking at the toy. Repeat until student is able to do it unassisted.	Large beach ball or circular mat Toy

Accession Number 52069

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52069
TITLE: Crawling Using Scooter Board
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): M. Carricato - CCSU #12

CONTENT DESCRIPTORS 11-07 Gross Motor/Crawl
OF
LEARNING OBJECTIVES:

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Crawls with assistance	1) Two people grasp an arm and leg and pattern the student to left leg-right arm etc. and also perform contralateral crawl for the student, taking him through each of the motions, putting his leg and arm in position then switching positions and pushing forward. Then prompt him to crawl by himself.	Scooter board Crawler toy
Crawls while on scooter	2) Place student on a scooter board and prompt him to crawl toward a toy placed 5 feet from the student.	
Crawls to reach toy	3) Place a toy 1 foot from student and encourage him to crawl toward it. When student reaches the toy, the teacher increases the distance to 5 feet.	

Accession Number 52070

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52070
TITLE: Raising Chest With Assistance
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	11-16	Gross Motor/Self Support
	11-03	Gross Motor/Body Movement

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies over blanket roll and plays with toy.	1) Place a carpet roll with blankets rolled around it under the student's chest and let him play with a toy which is placed in front of him. Gradually take away a layer of blankets to make the size of the roll smaller and smaller. This builds up lower back muscles needed for sitting.	Carpet roll Cylinder which carpet is wrapped around blankets Toy
Supine, raises chest with assistance of broom handle	2) Place student in a supine position and get in front of the student placing his hands over a broom handle or other sturdy rod. Then place hands over student's and raise his chest 3 inches off the floor.	Broom handle
Holds chest raised for a period of time when propped on elbows	3) Straddle the student and lift his chest 3 inches off the floor. Then prop the student up on his elbow and hold him for 10 seconds at a time.	

Accession Number 52071

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52071
TITLE: Sitting Using Bean Bag Chair
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in bean bag chair	1) Place student in a bean bag chair to determine if adequate head control is present	Bean bag chair Cushioned chair
Sits while strapped in cushioned chair	2) Strap student in a cushioned chair for 5 minute periods to improve balance and coordination.	
Sits with assistance under arms	3) Hold student under the arms while he is sitting, gradually reducing the amount of pressure it takes to keep student in a sitting position.	
Sits without assistance		

Accession Number 52072

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52072
TITLE: Rolling Across Mats With Assistance
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): M. Carricato - CCSU #12

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-14 Gross Motor/Roll

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Rolls down inclined mat with assistance.	1) Demonstrate rolling away from and toward the student. Go through the motions with him then push him from supine to prone position and vice versa.	Inclined mat Blanket
Rolls down inclined mat without assistance	2) Place student on an inclined mat and roll him down the mat. Do this until the student can roll down by himself.	
Rolls across blanket with assistance.	3) Place student on the edge of a blanket and life one end of the blanket, rolling the student over. Gradually reduce the amount of pressure it takes to roll him over.	
Rolls across blanket - without assistance.		

Accession Number 52073

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52073
TITLE: Sits With Balance and Resistance
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS 11-17 Gross Motor/Sit
OF
LEARNING OBJECTIVES:

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits with underarm support.	1) Support the student under the arms until he can sit without any aid. Then remove hands slowly making sure the student does not fall over.	Mat Pillows
Sits with pillow support	2) Place the student in a sitting position with pillows propped around him but not holding him up and gradually increase the distance of the pillows from the student.	
Sits without aid while gently pushed	3) Get student on a mat and gently push him to help improve balance while sitting. Make sure not to push the student over.	

Accession Number 52074

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52074
TITLE: Crawling in Training Kit
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P.Seeger - CCSU #15

CONTENT DESCRIPTORS 11-07 Gross Motor/Crawl
OF
LEARNING OBJECTIVES:

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Watches teacher modelling crawling.	1) Place student on hands and knees and model creeping to the end of the mat and back to the student. The student will not only see the motions involved but will also be shown the result of movement.	Mat Crawling coordination training kit
Crawls with arms/legs manipulated.	2) Place hand on the right leg of the student moving the student forward. Repeat, using left arm and left leg, guiding student across mat.	
Crawls in crawling training kit.	3) Teacher places student on crawling coordinator training unit. Teacher attaches hand and knee carriages in proper position and sets unit for homolateral crawling pattern. When one extremity is moved, others move automatically.	

Accession Number 52075

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52075
TITLE: Standing in Walking Cart
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU#15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-20 Gross Motor/Stand

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands with assistance Stands while holding object for support	1) Place student in standing position on mat and keep hands under his arms until he has firm hold of fastened-down chair or other immovable object. Then release arm hold but don't let him fall.	Fastened-down chair Standing table
Stands in standing table	2) Place student in a standing table and fasten door giving a push toy to move on the top of the table.	Push toy Walker cart
Stands in walking cart.	3) Student stands on floor holding handle of a weighted-down or fastened-down walking cart.	

Accession Number 52076

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52076
TITLE: Walking With Aid of Moving Toys
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walking

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands holding handle of doll carriage	1) Stand student grasping handle of push wagon or doll carriage (weighted so as not to tip but still movable). Guide student in starting to move, allowing him to make steps pushing toy in front of him and holding to it for support.	Doll carriage Walker wagon Roll-a-sphere Toy
Walks moving doll carriage.		
Moves forward in roll-a-sphere.	2) Place student in a Roll-a-Sphere and encourage him to move forward by placing a toy some distance in front of him.	
Walks while being led.	3) With another person, take students' hands and lead him in walking. One releases hand and student is led by one person.	

Accession Number 52077

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52077
TITLE: Standing With Decreasing Support
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-20 Gross Motor/Stand

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands with assistance.	1) Stand student on mat supporting student by holding him under the arms. Release hold slowly, making sure student doesn't fall.	Mat Cuddly toy animal
Stands without assistance with toy.	2) Stand student on level floor giving him a small cuddly toy animal to hold.	

Accession Number 52078

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52078
TITLE: Walking Towards An Object
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS 11-22 Gross Motor/Walk
OF
LEARNING OBJECTIVES:

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks while being pulled.	1) Grasp student's hands and pull student toward you making sure he doesn't fall.	Toy
Walks few feet to teacher	2) Stand a few feet away from student and hold out hands for him, while encouraging him to walk towards you.	
Walks with assistance Walks to toy, with assistance	3) Get behind the student and move his legs forward one at a time toward a toy. When he reaches the toy, pick it up and give it to him. Repeat this but, this time just gently push him forward.	

Accession Number 52079

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52079
TITLE: Stair Climbing Toward Goal
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger- CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-22 Gross Motor/Walk
11-24 Gross Motor/Stairs

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Watches teacher walk up steps.	1) Model walking up stairs for the student, moving up the stairs one step at a time, not alternating feet.	Stairs Toy
Walks up stairs with assistance.	2) With helper holding student's arm, move one foot up the step, then the other foot. This is repeated for 5 steps.	
Walks up stairs unassisted.	3) Standing beside the student guide his arm and put pressure on his arm up the stairs.	
	Place a toy at the top to stimulate the student to climb stairs. Possibly use steps which are small and gradually increases the size of the steps.	

Accession Number 52080

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52080
TITLE: Walking Up Stairs With Assistance
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-22 Gross Motor/Walk
11-24 Gross Motor/Stairs

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks up stairs alongside teacher.	1) Standing beside the student, walk alongside student as he walks up steps, gradually increasing distance between yourself and student.	Stairs
Walks up stairs in front of teacher.	2) Walk behind the student as he is stepping and encourage him to keep going for 5 steps. Put hands on student's back to give him a feeling of security.	
Walks up stairs unassisted.	3) Place a toy at the top of the stairs and let student walk up by himself.	

Accession Number 52081

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52081
TITLE: Running With Teacher
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-15 Gross Motor/Run

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Watches teacher modeling behavior.	1) Run from a position beside the student to marked distance and back modeling for the student.	Rope
Runs while supported.	2) Place hands around student's chest, supporting him as he runs in place. This helps the student get the idea of lifting one foot off the floor at a time	
Runs while pulled by rope	3) Place rope around student's waist and pull gently, getting him to move rapidly and gradually, running with you.	

Accession Number 52082

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52082
TITLE: Running To Reach Toy
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-15 Gross Motor/Run

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Runs following teacher	1) Run ahead of student calling him to run toward marked point.	Toy
Runs alongside of teacher	2) Run alongside the student as he runs, encouraging him.	
Runs to reach toy	3) Place a toy 15 feet away from the student and run with him to a toy.	

Accession Number 52083

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52083
TITLE: Walking Balance Beam With Decreasing Assistance
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Watches teacher modeling behavior	1) Model walking on a 5" wide and 6" high beam for the student	Balance beam
Walks balance beam with assistance	2) Take one and have aide take other hand and walk with the student on both sides of the balance beam. Gradually decrease the amount of pressure it takes to hold the student on beam.	
Walks balance beam with less assistance	3) Walk alongside student as he walks the beam, gradually increasing the distance from the student to the teacher.	

Accession Number 52084

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52084
TITLE: Jumping Using Pre-School Trampoline
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-11 Gross Motor/Jump

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Watches teacher modeling jumping behavior	1) Stand in front of student and then beside him to model jumping behavior.	Pre-School Model Trampoline
Jumps with teacher lifting him	2) Stand opposite the student, take hand and jump together. Also stand behind student and exert a downward force on his shoulders then lift him to his feet.	
Jumps on trampoline	3) Place student on Pre-School Model Trampoline and guide student to grasp safety handrail and help bounce the student so he can get the feel of both feet being off the ground.	

Accession Number 52085

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52085
TITLE: Jumping With Assistance From 8" Inch Step
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS 11-11 Gross Motor/Jump
OF 11-01 Gross Motor/Balance
LEARNING OBJECTIVES:

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Watches teacher modeling jumping behavior. Steps up and down 8 inch step.	1) Stand on platform beside student with feet together then jump 8 inches to floor as model for student. Then have the student step up and down on the step to get a feeling of the height.	8 inch step
Jumps off step with teacher and aide.	2) With aide take student's hand and all three jump together off 8 inch step, gradually reducing the amount of pressure it takes to pull the student off the step.	
Jumps off step when hands are held.	3) Stand in front of the student and grasp his hands encouraging him to. If he doesn't jump, teacher pulls him till he does.	

Accession Number 52086

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52086
TITLE: Ascends Stairs Using Safe Deluxe Play Gym
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-24 Gross Motor/Stairs

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Watches teacher model stair climbing.	1) With hand on railing, walk up the stairs to model stair climbing behavior.	Safe Deluxe Play Gym Ball
Walks stairs on safe Deluxe Play Gym.	2) Prompt student to walk up stairs holding rail on Safe Deluxe Play Gym. He will slide down the other side.	
Walks stairs to reach ball.	3) Place small 6 inch colorful ball at top of stairs and use verbal encouragement for student to ascend stairs and procure ball.	

Accession Number 52087

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52087
TITLE: Using Vehicle To Strengthen Muscles
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU # 15

CONTENT DESCRIPTORS 11-23 Gross Motor/Vehicles
OF
LEARNING OBJECTIVES:

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on tricycle while being pushed.	1) Place student on tricycle and strap him on, using Tricycle Body Support and Special Pedals, then push student a few feet to give feeling of movement and working of pedals.	Tricycle Body Support and Special Pedals Chain driven tricycle
	2) Place student on Chain Driven Tricycle and prompt him to get moving verbally encouraging him to ride a distance of 5 feet.	
Pedals chain driven bicycle for distance of 5 feet.	3) Place student to proceed to stop sign 5 feet in front of him.	

Accession Number 52088

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52088
TITLE: Stands On Drawn Footprint
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Watches teacher model behavior	1) Stand in front of student and model behavior of standing on one foot for 10 seconds. Then stand beside student on one foot for 10 seconds.	Construction paper (12" by 18") with footprint drawn
Stands on one foot while back to back with another student.	2) Two students of about same size stand back to back with opposite feet raised.	
Stands on drawn footprint with other foot raised.	3) Place sheet of construction paper (12" by 18") with footprint drawn on it on the floor. Prompt student to stand on print with other foot raised.	

Accession Number 52089

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52089
TITLE: Jumps From One Geometric Shape To Another
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS 11-11 Gross Motor/Jump
OF
LEARNING OBJECTIVES:

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Watches teacher model behavior	1) From position beside student, jump two jumps forward to model for student.	Tape Geometric Shapes Floor Mat Set
Jumps with assistance	2) Then take hand of student and have aide take other hand and jump forward two jumps with student.	
Jumps over line on floor	3) Place tape on floor in front of student and verbally encourage him to jump over the line. Then place another tape line on the floor and verbally encourage student to jump forward again.	
Jumps from on geometric shape to another	4) Place 3 items of Geometric Shapes Floor Mat Set on floor close together and verbally encourage student to jump from one to another.	

Accession Number 52092

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52092
TITLE: Grasps Stimulus Object On Contact
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Grasps teacher's forefinger with prompting.	Place finger in student's palm and with free hand close student's hand around finger to prompt palmer grasp.	Circul Carrousel puzzle
Grasps stimulus with prompting.	Place student's hand around rubber ring and prompt grasping it.	
Grasps stimulus independently.	Move an animal puzzle piece in front of student to attract his attention. Then place piece of puzzle in palm of student's hand in order that he might grasp it.	

Accession Number 52093

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52093
TITLE: Transfering Objects Independently
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-03 Fine Motor/Hand Transfer

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Transfers stimulus from one hand to the other with teacher's physical help.	Transfer a 1" colored cube from the student's one hand to the other. Place 1" cube in student's right hand and nove it toward left hand until it is in contact with left hand. Then transfer cube from right hand to left hand.	1" colored cube
Transfers stimulus from one hand to the other with teacher's verbal command.	Place 1" cube in student's right hand and verbally encourage him to transfer the cube to his left hand.	

Accession Number 52090

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52090
TITLE: Hops To Rhythm Of Tapping Sticks
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-10 Gross Motor/Hop

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Watches teacher model behavior.	1) Model hopping on one foot; first standing in front of student, then beside him.	2 sticks
Hops with assistance	2) Grasp student's arms and hop with him.	
Hops to thythm of sticks tapped together.	3) Ask student to hop on one foot when tapping 2 sticks together. Tap 2 sticks together at two second intervals and encourage student to hop to the rhythm created.	

Accession Number 52091

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52091
TITLE: Clenches Fist On Contact
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Clenches fist with much stimulation from teacher.	Place hand around student's hand, pressing student's fisted fingers to form a clenched fist.	
Clenches fist with less stimulation from teacher.	Press forefinger on student's fisted fingers to stimulate clenching fist.	
Clenches fist with minimal stimulation from teacher.	Place forefinger on student's fisted fingers. Student will clench fist on contact.	

Accession Number 52094

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52094
TITLE: Turns Doorknob To Rotate Wrist
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-04 Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Rotates wrist with physical help from teacher.	Take student's wrist in hand and rotate it.	Doorknob screwed onto piece of wood.
Rotates wrist with verbal command from teacher.	Take student's hand and place it on a doorknob. Holding onto student's hand turn the doorknob and rotate student's wrist.	
	Take student's hand and place it on doorknob. Prompt student to rotate wrist when turning knob upon verbal encouragement.	

Accession Number 52095

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52095
TITLE: Picks Up Cube
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-05 Fine Motor/Thumb Finger Opposition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses thumb-finger opposition to pick up stimulus with assistance.	Place student's fingers on 1" colored cube; thumb and finger opposition. Modeling for student, pick up the cube. Place student's hand on 1" cube with fingers in thumb and finger opposition. Pick up cube while simultaneously holding student's hand in thumb and finger opposition on cube.	1" colored cube
Uses thumb-finger opposition to pick up stimulus with verbal command.	Prompt student to pick up cube with thumb and finger opposition upon verbal encouragement from teacher.	

Accession Number 52096

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52096
TITLE: Extends Finger To Touch Block
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-01 Fine Motor/Finger Movement

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Take colored plastic block and move it toward student's finger. Repeatedly touch block to student's finger.	Colored plastic block
Touches block with one finger when assisted.	Take student's finger in hand and place it on colored plastic block.	
Touches block with one finger.	Hold block in front of student moving it back and forth to attract his attention. Prompt student to extend finger to touch block.	

Accession Number 52097

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52097
TITLE: Picks Up Cube Using Pincer Grasp
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes modeling of picking up cube.	Place 1" colored cube in front of student and model picking up cube with pincer grasp.	1" colored cube
Picks up stimulus using pincer grasp with assistance.	Place thumb and forefinger on student's thumb and forefinger to prompt picking up 1" cube with pincer grasp.	
Picks up stimulus using pincer grasp when encouraged.	Prompt student to pick up 1" cube using pincer grasp upon verbal encouragement.	

Accession Number 52098

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52098
TITLE: Clapping Movements For Coordination
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-04 Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Sit opposite student and model moving hands toward each other in order to make clapping movement.	Mirror
Claps with assistance.	Move behind student and with hands prompt clapping hands in front of mirror.	
Claps with verbal command.	Prompt student to move hands together with palms open in clapping movement with verbal encouragement.	

Accession Number 52099

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52099
TITLE: Squeezes Balls, Rubber Ducks
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-04 Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Squeezes sponge.	Place 1" sponge ball in student's hand, then encourage student to squeeze the ball with his fingers.	1" sponge ball
Squeezes tissue paper.	Prompt student to close his fingers on a piece of crumpled tissue paper when placed in his hand to make an intriguing noise.	A piece of crumpled tissue paper.
Squeezes squeak toy.	Prompt student to squeeze rubber duck which squeaks upon release when it is placed in his hand.	Rubber duck which squeaks

Accession Number 52100

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52100
TITLE: Releases Objects From Grasp
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P.Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-04 Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Standing opposite student, model voluntary release of a 1" colored cube and subsequent dropping of the cube.	1" colored cube
Drops block with prompting.	Stand beside student and prompt him to release cube, permitting it to fall to the floor.	
Drops block upon verbal command.	Prompt student to open fingers and drop cube upon verbal encouragement.	

Accession Number 52101

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52101
TITLE: Throws 6" Light Weight Ball
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-21 Gross Motor/Throw

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes ball throwing.	Stand opposite student and model throwing 6" light-weight ball.	6" light-weight ball.
Throws ball with assistance.	Place 6" ball in student's hands with ball held close to body and prompt student to extend arms forward simultaneously releasing the ball.	
Throws ball upon command.	Place 6" ball between student's hands. Prompt student to throw the ball away from himself upon verbal encouragement.	

Accession Number 52102

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52102
TITLE: Scribbles On Paper
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): S. Mitchell - CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-04 Fine Motor/Manual Dexterity
A2-09 Visual/Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes scribbling on paper.	Sitting beside student, model random movement on large sheet of paper with 3-sided pencil.	Large sheet of paper 3-sided pencil
Writes randomly on large paper with prompting.	Place pencil appropriately between thumb and forefinger and guide student's hand and pencil randomly on paper.	
Writes randomly on large paper with verbal encouragement.	Prompt student to take pencil and write randomly on paper upon verbal encouragement.	

NLRC/P

Accession Number 52103

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52103
TITLE: Builds Blocks In Tower
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-04 Fine Motor/Manual Dexterity
A2-09 Visual/Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes building of blocks.	Sitting opposite student, model placing of 3 student's building blocks one upon another to build tower.	3 Student's building blocks
Stacks blocks when assised.	Place 1 block in student's hand and guide his hand to stack blocks.	
Stacks blocks when prompted.	Prompt student to stack 3 blocks.	

NLRC/P

Accession Number 52104

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52104
TITLE: Turns Pages Of Cloth Book
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-04 Fine Motor/Manual Dexterity
A2-09 Visual/Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes page turning.	Model turning pages of a cloth storybook for the student.	Cloth storybook
Turns pages of book with physical assistance.	Place single page in between student's thumb and forefinger. Place fingers on top of student's and guide turning of the page.	
Turns pages of book with verbal encouragement from teacher.	Prompt student to turn pages of book unassisted, upon encouragement.	

Accession Number 52105

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52105
TITLE: Stringing Beads
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-04 Fine Motor/Manual Dexterity
A2-09 Visual/Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes procedure for stringing beads.	Sitting opposite student, place large beads on thick string or cord one at a time, modeling for student.	Large beads Thick string or cord.
Strings beads with physical help from teacher.	Place one large bead in student's right hand and end of string in student's left hand. Then guide string toward hole in bead. String is then placed through hole, allowing bead to slip down string.	
Strings beads with verbal encouragement from teacher.	Give student large beads and string and prompt him to string beads individually upon verbal encouragement.	

Accession Number 52106

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52106
TITLE: Uses Scooter Board To Reach Goal
AUTHOR(S): W. Renne - ID #5333
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-23 Gross Motor/Vehicles

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Initiates self movement	Place student in a comfortable position on the scooter and encourage him to reach for food or treat. As he grasps food, implementer grasps or pulls opposite end. Be sure he gets the treat only when the scooter moves.	Scooter board or ½'' plywood 18'' wide 36'' long equiped with wheels which roll in any direction.

Accession Number 52107

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52107
TITLE: Produces Lip Pucker
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P.Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J3-12 Drinking/Sucking Reflex

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
1) Moves lips when stimulated.	1) Stimulate the student's lips to move by stroking lips with finger.	
2) Puckers lips when assisted.	2) Shape the student's lips into a pucker with fingers.	
	3) Guide the student into producing a pucker by placing fingers at corner of student's lips.	

Accession Number 52108

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52108
TITLE: Sucks Upon Stimulation
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P.Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J3-12 Drinking/Sucking Reflex

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
1) Sucks premature infant nipple	1) Stimulate the student by stroking the cheeks and moving the nipple up, down and sideways.	Premature infant nipple
2) Sucks when stimulated.	2) Stimulate the student to such on a premature infant nipple.	
	3) Stimulate the student to suck when positive, squeezing pressure is exerted.	

Accession Number 52109

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52109
TITLE: Sucks From Propped Bottle
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J3-12 Drinking/Sucking Reflex

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
1) Sucks from propped bottle	1) Prop a bottle on the left or right side of a stuffed animal from which the student sucks.	Bottle Stuffed animal

Accession Number 52110

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52110
TITLE: Sucks Liquid Using Straw
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J3-10 Drinking/Straw Use
J3-12 Drinking/Sucking Reflex

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
1) Recieves liquid from straw.	1) Give the student a straw containing liquid and let it run easily into the student's mouth.	Straw
2) Sucks from straw placed in semi-horizontal position.	2) Lower the straw into semi-horizontal position allowing the student to suck liquid from the straw.	
3) Sucks from straw placed in vertical position.	3) Place straw in vertical position and student sucks liquid from straw.	

Accession Number 52111

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52111
TITLE: Extends Tongue Using Tape
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-14 Feeding/Eating/Tongue Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Extends tongue when stimulated.	1) Stimulate the student to extend his tongue by using a lollipop.	Lollipop
	2) Stimulate the student to extend his tongue by using food, ice cream, pudding, frosting on lips.	Ice cream Pudding Frosting
	3) Stimulate the student to extend his tongue by using tape on his lips.	Tape

Accession Number 52112

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52112
TITLE: Strengthens Tongue Muscles
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-14 Fedding/Eating/Tongue Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
1) Retracts tongue when stimulated.	1) Stimulate the student to retract his tongue by placing cookie bits on the upper surface of the tongue.	Cookie bits Gauze
2) Strengthens tongue muscles.	2) Help the student strengthen the tongue muscles by covering the tongue tip above and below with gauze and pulling gently.	

Accession Number 52113

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52113
TITLE: Begins Biting Action
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P.Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J2-01	Feeding/Eating/Biting
	J2-02	Feeding/Eating/Chewing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bites or chews when stimulated.	Guide food between student's teeth. Then stimulate biting action by placing thumb under jaw and index finger on upper lip. Guide food between the student's teeth. Then close jaw to stimulate biting action.	Food

Accession Number 52114

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52114
TITLE: Swallowing After Chewing
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	
J2-02	Feeding/Eating/Chewing
J2-13	Feeding/Eating/Swallowing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Chews and swallows food	1) Place food on top of the tongue, back of the apex.	Food
	2) Place gum on the tongue and encourage chewing motion; take out after 30 seconds.	Gum
	3) The student will chew food and move it back on the tongue thus swallowing, teacher may hold the student's nose to stimulate swallowing.	

Accession Number 52115

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52115
TITLE: Begins Biting Action
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-13 Feeding/Eating/Swallowing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Swallows food	1) Place food on the student's tongue; assist in keeping mouth closed with scissor like finger motion forcing student to chew and swallow.	

Accession Number 52116

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52116
TITLE: Establishes Eye Contact With Food
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-04 Finger Feeding

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Makes eye contact with bowl	1) Force eye contact with food bowl by using reinforcement. 2) Place food in the bowl making noises to attract attention. 3) Guide the student's face toward the bowl.	Bowl Food

Accession Number 52117

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52117
TITLE: Establishes Eye Contact With Spoon
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Makes eye contact with spoon	1) Reinforce looking at the spoon. 2) Bang the spoon on the table to gain attention. 3) Move the spoon toward the student.	Spoon

Accession Number 52118

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52118
TITLE: Reaches Toward Spoon
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Moves toward spoon.	1) Reinforce any movements by the student toward the spoon.	Spoon
Reaches for spoon	2) Wave spoon slowly within the student's reach. 3) Move student's hand toward the spoon.	

Accession Number 52119

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52119
TITLE: Moves Arm Toward Spoon
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Moves arm toward spoon	1) Reinforce use of student's arm movements toward spoon. 2) Move student's arm toward spoon.	Spoon

Accession Number 52120

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52120
TITLE: Moves Hand Toward Spoon
AUTHOR(S):
SOURCE: Summer Traineeship Program
EDITOR(S): P. Seager - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Moves hand toward spoon	1) Reinforce student's hand movements toward spoon. 2) Move student's hand toward the spoon. 3) Place spoon in student's hand and place your hand over the student's.	Spoon

Accession Number 52121

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52121
TITLE: Removes Food From Spoon
AUTHOR(S):
SOURCE: Summer Traineeship Program
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J2-15 Feeding/Eating Utensil Use
J2-12 Feeding/Eating/Spoon Acceptance

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Receives spoon when placed in mouth	1) Place spoon inside student's mouth.	Spoon
Closes lips around spoon with assistance	2) Close student's lips around spoon	
Removes food from spoon	3) Prompt student to remove food from spoon.	

Accession Number 52122

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52122
TITLE: Guides Spoon Into Mouth
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Opens mouth	1) Pull student's lower jaw down. 2) Hold student's nose until he opens his mouth.	Spoon
Guides spoon into mouth when assisted.	3) Hold student's hand firmly guiding spoon into mouth. 4) Continue to guide spoon into mouth gradually loosening grip on student's hand.	
Guides spoon into mouth unassisted.	5) Prompt student to guide spoon into mouth independently.	

Accession Number 52123

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52123
TITLE: Dips Spoon Into Bowl
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Dips spoon into bowl when assisted.	1) Place hand over student's hand with a firm grip and dip spoon into bowl.	Spoon
Dips spoon into bowl without assistance.	2) Loosen grip over student's hand gradually until student performs task.	Bowl

Accession Number 52124

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52124
TITLE: Established Eye Contact With Fork
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Makes eye contact on fork	1) Reinforce student when student makes eye contact with fork. 2) Bang fork on the table to gain student's attention toward the fork. 3) Move fork toward student. 4) Reinforce any movement toward the fork. 5) Wave fork slowly within student's reach. 6) Again move fork toward student.	Fork

Accession Number 52125

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52125
TITLE: Holds Forks When Assisted
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1) Reinforce use of student's arm movements toward fork.	Fork
Moves arm toward fork when assisted.	2) Move student's arms toward fork.	
	3) Reinforce use of student's hand toward fork.	
	4) Move student's hand toward fork.	
Holds fork when assisted.	5) Place fork in student's hand and place your hand over the students'.	

Accession Number 52126

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52126
TITLE: Spears Food With Fork
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Practices spearing food on a table.	Food is presented to student on a flat surface and student is encouraged and reinforced to spear the food onto the fork.	Fork Plate
Practices spearing food on a plate.	Present food to student on a plate and encourage and reinforce him to spear the food onto the fork.	

NLRC/P

Accession Number 52127

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52127
TITLE: Accepts Food From Fork
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Accepts fork when placed in mouth	1) Place fork inside of student's mouth. 2) Close student's lips around fork using finger in scissor action.	Fork

Accession Number 52128

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52128
TITLE: Uses Fork Unassisted
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses fork when assisted.	1) Hold student's hand firmly but gradually loosen grip with food on fork.	Food Fork
Uses fork without assistance.	2) Release student's hand as he reaches his mouth with food on fork.	

Accession Number 52129

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52129
TITLE: Completes Finger Feeding Procedures
AUTHOR(S):
SOURCE: Summer Traineeship Programs - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-04 Feeding/Eating/Finger Feeding

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Moves toward food.	1) Reinforce movement toward particle of food.	Food
Moves hand toward food.	2) Guide student's hand toward particle of food.	
Holds food in palm with assistance.	3) Place particle of fool in student's palm.	
Guides food into mouth with assistance.	4) Take student's hand and guide particle of food into mouth.	
Bites down on food with assistance.	5) Close student's jaw to have student bite down.	
Chews when stimulated.	6) Move student's jaw to stimulate chewing.	
Swallows when stimulated.	7) Stimulate swallowing action.	
Returns food to table with assistance.	8) Guide student in returning food to table.	

Accession Number 52130

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52130
TITLE: Closes Lips On Cup With Assistance
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J3-03 Drinking/Cup Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Looks at cup	1) Reinforce looking at the cup. 2) Bang cup on table to gain attention. 3) Move the cup toward the student.	Cup
Moves toward cup	4) Reinforce student's movements toward cup. 5) Wave cup within student's reach. 6) Move student toward cup.	
Moves arm toward cup.	7) Reinforce use of student's arm toward cup. 8) Move student's arm toward cup.	
Moves hand toward cup.	9) Reinforce use of student's hand toward cup. 10) Move student's hand toward the cup. 11) Reinforce use of student's hand.	
Holds cup with assistance	12) Place cup in student's hand and place hand over student's. 13) Place cup in student's hand and close his hand. 14) Place cup against student's lips.	
Guides cup toward mouth with assistance. Closes lips on cup with assistance.	15) Close student's lips around cup using scissor action. 16) Help student to raise cup to mouth but release cup. 17) Observe drinking process.	

Accession Number 52131

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52131
TITLE: Identifies Primary Color
AUTHOR(S): P. Escovar - ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	D1-03	Readiness/Color Concepts
	D5-03	Vocabulary Development/Color Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Matches red objects to red crayon. Strings red beads. Collects red objects Colors with red crayon.	Show student a red crayon. Encourage student to match crayon with an object such as a red fireman's hat. Upon completion of the task, reward student with the red object. Give the student both blue and red beads to string. Encourage student to string the beads that match the red crayon. Go on a treasure hunt for other red objects in the environment. Encourage student to color with red crayon.	Red crayon Blue and red beads Red objects Blue crayon Blue laundry bag
Collects blue objects to match blue crayon. Strings blue beads. Colors with yellow and green crayons.	Show the student a blue crayon. Using a blue laundry bag, go on a "blue treasure hunt" for blue objects within environment. When given both blue and red beads again, encourage student to string only those beads which match the blue crayon. Repeat until student is successful. Show student yellow and green crayons and encourage him to color with each, one at a time.	Yellow and green crayons Yellow and green objects Puzzle parts of green and yellow construction paper
Identifies yellow and green objects. Identifies yellow and green puzzle parts.	Encourage student to identify yellow and green objects within the environment. Make puzzle parts of green and yellow construction paper in shapes of circles and squares. Allow student to glue pieces to a form. Use these puzzle parts for identification task above.	

Accession Number 52132

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52132
TITLE: Taps Out Syllables In Rhythm
AUTHOR(S): N. Roberts - ID #79
SOURCE: Suburban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D4-10 Structural Analysis/Syllables

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Taps out syllables in words on percussion instruments.	Develop a list of one, two, and three syllable words. Encourage students to use percussion instruments to tap out syllables in words. Encourage students to elicit words to use for the same purpose.	Percussion Instruments

Accession Number 52133

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52133
TITLE: Identifies Circular Items In Environment
AUTHOR(S): P. Escovar - ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-03 Money/Time/Measurement/Geometry/Geometric Shapes/Construction

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes circular puzzle piece.	Using construction paper, make and cut out circle. Allow student to paste circle to the form.	Construction paper Chalkboard
Traces circle at chalkboard	Show student a circular puzzle piece. Encourage student to trace circular piece at the chalkboard with chalk.	Chalk Glue
Glues sand around outline of circle form.	Encourage student to glue sand to circle outline and trace rough sand with finger when glue is dry.	Sand
Plays game with shapes.	Use Developmental Learning Materials "Shortcut" All Purpose Game which combines both colors and circular shapes.	Developmental Learning Materials "Shortcut" All Purpose game
Identifies circular items in environment.	Take student on a "Shape walk" and prompt him to identify circles on cars, man-hole covers, etc.	

Accession Number 52134

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52134
TITLE: Selects Proper Number Name
AUTHOR(S): P. Escovar - ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-10 Numeration/Number Words
F1-07 Numeration/Number Line

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes groups of objects.	Prepare a bulletin board with number words and numbers.	Bulletin board
Selects the proper number name from group.	Given groups of objects ranging in size from 1-5, encourage the student to select the proper number name with at least 90% accuracy in a 4-day period.	

Accession Number 52135

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52135
TITLE: Walks/Does Not Run (Deaf Student)
AUTHOR(S): P. Escovar - ID #70
SOURCE: Rural Unit
EDITOR(S): P. seeger - CCSU #15

CONTENT DESCRIPTORS	M2-12	Social Interaction/Others/Social Behavior
OF	M2-10	Social Interaction/Others/Rules
LEARNING OBJECTIVES:	13-03	Adaptive Physical Education/Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	When student runs, immediately run after him, stopping the student.	
Observes manual signs concerning running.	Use manual signs to explain that the student must not run, but walk. Then take the student by the hand and walk through the exact path covered when running.	
Walks instead of running.		

Accession Number 52136

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52136
TITLE: Raises Hand Unprompted
AUTHOR(S): P. Escovar - ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes handraising procedure. Raises hand unprompted.	Direct a question to a student and model the handraising response. If the student does not appropriately respond, physically raise the student's hand. The question is then repeated. If the student raises his hand unprompted, give a great deal of reinforcement.	

Accession Number 52137

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52137
TITLE: Walking Toward Teacher
AUTHOR(S): P. Escovar - ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks on command.	The student is placed in a structural situation where he does not have many alternative pathways, such as a corner. On knees, hold out both arms and says in a loud voice, "Name, come here." Shape the task further by clapping hands to get the student's attention or tapping him on the hand. If the student starts to walk toward you, give social praise and swing student around. Gradually extend the distance between yourself and the student.	

NLRC/P

Accession Number 52138

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52138
TITLE: Ten Minute Task Intervals
AUTHOR(S): P. Escovar - ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-02 Visual/Visual Attention Span
K1-24 Prevocational/Task Completion

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Completes ten muinute task.	Seat student at a table with a time set for ten minute intervals.	
Develops attention span.	If the student successfully works until the timer rings, he is immediately given a primary reinforcer and a variable amount of free play time.	

Accession Number 52139

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52139
TITLE: Stays Alert And Participates In Activity
AUTHOR(S): P. Escovar - ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	M2-12	Social Interaction/Social Behavior
	M2-10	Social Interaction/Rules

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Remains in chair.	An implementer is situated next to the student to prevent student from leaving his chair and desk.	
Supports weight with chair, without head touching the desk.	Push the desk away from the student so he cannot put his head down comfortabley. Give student a great deal of social praise when he stays alert and participates in the group. Do above for not less than 20 minutes of a 30 minute group session over a 5 day period.	

Accession Number 52140

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52140
TITLE: General Classroom Behavior
AUTHOR(S): T. Myers - ID #14
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	M2-12	Social Interaction/Social Behavior
	M2-10	Social Interaction/Rules

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
The student will improve from 33% to 80% on the following five characteristics: (1) Refrains from calling out. (2) Refrains from distracting peers while in regular class. (3) Refrains from being disrespectful to the classroom teacher. (4) Is quiet and ready to work when the teacher is ready to begin. (5) Volunteers - classroom participation.	Encourage student to attempt to get a positive check on each of the five items listed to the left for both Science and Social Studies class as monitored by the classroom teachers. During these classes, observe the student's behavior on a daily basis. At the end of each period, encourage the student to bring the checklist to the teacher. Award student with two points for each successfully completed task. These points will be cumulative and when twenty are collected, the student will be rewarded. The student must receive favorable checks in four of five characteristics in each class to satisfy the daily objective. Four out of five favorable checks in each class 8-10 sessions is considered mastery.	

Accession Number 52141

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52141
TITLE: Task Completion And Proper Classroom Behavior
AUTHOR(S): T. Myers - ID #14
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-08 Socail Interaction/Others/Relationship To School

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Remains in seat. Refrains from calling out Refrains from distracting peers. Completes assignments. Comes to class on time.	Prompt student to work on his work folder in the Resource Room. Encourage student to perform according to the characteristics listed at the left. The implementer should observe the student in terms of characteristics listed on behavior checklist during the class period. Record yes or no on the behavior checklist if characteristic is exhibited. The student should be rewarded according to the results of the checklist.	

Accession Number 52142

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52142
TITLE: Uses Dictionary To Build Vocabulary
AUTHOR(S): T. Myers - ID #14
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D5-15 Vocabulary Development/Word Meaning

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Locates words in dictionary. Records definitions. Writes a sentence from a story which contains the words. Uses words in a simple sentence. Writes a definition for each word in his own words. Discusses definition.	Present a list of vocabulary words taken from the student's literature book and encourage student; to look up each word's definition, then record the definition on a worksheet, write a sentence from a story which contains the word, use the word as defined in a simple sentence, write a definition of the word in own words. Finally, discuss definition with the implementer.	

Accession Number 52143

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52143
TITLE: Washing Hands On Command
AUTHOR(S): P. Escovar - ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J1-04 Toileting/Hand Cleanliness
J4-12 Grooming/Hands

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Washes hands on command.	Physically prompt student once during four consecutive trials to rub his hands together in a twisting manner upon the command, "Wash your hands." Use juice as reinforcement in a continuous schedule. Reinforcement for approximations is very necessary.	Juice

Accession Number 52144

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52144
TITLE: Task Completion
AUTHOR(S): P. Escovar - ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-02 Visual/Visual Attention Span

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	~EDIA/MATERIALS
Completes task in a two minute period.	Create a complete token economy where the student earns tokens for spending at least two minutes on task. Start timing over if the student is off task more than 20 seconds. Allow student to turn tokens in once daily for prizes and privileges.	Tokens

Accession Number 52145

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52145
TITLE: Cuts With Scissors Along Line
AUTHOR(S): P. Escovar - IDC#70
SOURCE: Rural Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-05 Readiness/Cut, Paste, Position
A2-09 Visual/Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Give appropriate scissors and paper with two lines, four inches apart to the student.	
Cuts between two lines, four inches apart for the length of 12 inches.	Prompt student to cut between the lines without cutting into either side more than one time per 12 inches of cutting on two consecutive days.	

Accession Number 52146

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52146
TITLE: Walks To Bathroom On Command
AUTHOR(S): P. Escovar - ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J1-06 Toileting/Indication Of Need

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands behind tape to indicate need for voiding.	Place student behind a piece of tape (cue for implementer). Give the student a slight push as you say, "Go to the bathroom, Name."	Tape
Walks to bathroom on command.	Reward student for successfully walking into the bathroom unaided by physical manipulation. Gradually move tape further and further from the bathroom door giving the student a longer path to walk and more alternate pathways.	

Accession Number 52147

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52147
TITLE: Discriminates Between Purple And White
AUTHOR(S): P. Escovar - ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-03 Readiness/Color Concepts
A2-06 Visual/Visual Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place a small primary reinforcer under the purple circle.	Purple circle White circle
Directs attention on command.	Give the student the command, "Name, look at me," to get his attention. Quickly present student with a purple and white circle and say, "Find the purple one."	
Selects purple circle on command.	If the student correctly picks up the purple circle, he will discover the reinforcer. If he selects incorrectly, the circles are quickly withdrawn and the teacher says, "No."	

Accession Number 52148

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52148
TITLE: Keeps Hands Away From Face
AUTHOR(S): P. Escovar - ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits up straight with feet on the floor. Keeps hands away from face.	Set a timer on a variable interval schedule and award a token if the student is sitting up straight with feet on the floor and hands away from the face.	Token

Accession Number 52149

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52149
TITLE: Names Animals From Pictures
AUTHOR(S): P. Escovar - ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-10 Readiness/Label, Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes animal pictures.	Show student pictures of any of these common farm animals: Cow, horse, pig, cat.	Pictures of a: cow horse pig cat
Verbalizes animal names when shown pictures.	Encourage the student to verbalize the name of the animals.	

Accession Number 52150

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52150
TITLE: Attends To Loud Noises
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-08 Speech And Language Development/Receptive Language
A1-09 Auditory Localization

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Turns head to the left or right toward the source of a loud noise.	Put objects that make fairly loud noises near the student's left or right ear. Have student locate source of sound by turning his head in the proper direction.	Noise Maker Horn Bell
Turns around to the source of a loud noise.	Follow the same activity as above with sound coming from behind student alternating sound between behind head and on either side of head.	Rattle Drum

Accession Number 52151

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52151
TITLE: Locating Visible Sources Of Sound
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seager - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-08 Speech and Language Development/Receptive Language
A1-09 Auditory Localization

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Make source of sound visible from where student is sitting and he must move (walk or crawl) to get to object or person making the sound.	Noise makers Horn
Locates visible sources of sounds at different distances.	Locate source of sound at different distances. If student is not locomotive, a pointing response with eye contact could be used.	Bell Rattle Drum
Locates invisible sources of sounds.	After location and recognition of sound is established, play games requiring the student to find the source of sound. Object person making sound is hidden from student's view.	Teacher Cited: Helping Young Children Develop Language Skills-A Book of Activities, by M.B. Karnes. cec: A Manual of Listening Activities for the Young Child, by F. Cherin, Paul A. Amidon and Associates.

Accession Number 52152

NLRC/P SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52152
TITLE: Associates Objects And Pictures With Sound
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	E4-08	Speech and Language Development/Receptive Language
	A1-06	Auditory Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates making sounds	Prompt student to model teacher as she uses or makes sound with rattle, noise maker, bell, drum, clapping of hands. Face student and demonstrate how to make sound; student must do the same. Introduce sounds one at a time.	Rattle Noise maker Bell Drum
Associates object with its' recorded sound.	Prompt student to make or produce sound heard on tape recording. Put objects in front of student, then play recording of sound; student must use object to make the same sound. Once the student has established association of the task, introduce 2 objects from which he must select one, then three, etc.	Tape recorder Tape with recorded sounds Picture of objects
Associate picture of object with its recorded sound.	Prompt student to show association of sound with ists source by pointing to correct picture of objects using same procedure as above but using pictures instead of real objects.	Tape with familiar everyday sounds, animal sounds, etc.
Associate sounds with sources in general.	Follow the same procedure when introducing new sound sources. Using tape with familiar everyday sounds, animal sounds, etc.	Teacher cited-Auditory familiar sounds by Developmental Learning Materials.

Accession Number 52153

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52153
TITLE: Responding And Recognizing Own Name
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): S. Mitchell - CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-08 Speech and Language Development/Receptive Language
M1-05 Self Knowledge/Respond to Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Recognizes own name by pointing to himself.	Prompt student to indicate awareness of being addressed by pointing to self when name is spoken. Begin by saying name and pointing to or touching student. Then say name and help student point to himself. Success is reached when student points to himself when name is spoken.	
Recognizes own name by having eye contact with speaker.	Prompt student to indicate awareness of being addressed by turning toward speaker and maintaining eye contact. Move student in direction of person calling him if necessary and reinforce correct movements done without teacher assistance.	
Recognizes own name by moving toward speaker.	Prompt student to move toward speaker when name is called.	
Responds to simple directive prefaced by own name.	Prompt student to respond appropriately to simple directive prefaced by his name. Demonstrate what the student is to do if he does not understand directives such as: come here, sit down, stand up, walk, etc.	

Accession Number 52154

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52154
TITLE: Imitating Motor Movements
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	E4-08	Speech and Language Development/Receptive Language
	11-00	Gross Motor

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates gross motor activities.	Demonstrate a gross motor movement such as clapping hands, raisign arms in air hopping, then encourage the student to imitate. Help student at first; eventually the student will imitate teacher without teacher assistance.	
Listen and responds to gross motor commands.	Demonstrate gross motor movements, verbalizing appropriate labels, which again the student will imitate. Walk to door and speak the command "Walk to door." Student should imitate.	

Accession Number 52155

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52155
TITLE: Attends To Command
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-08 Speech and Language Development/Receptive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitate teacher's behavior. Attends to command.	Demonstrate a simple command. Prompt student to follow the command. For example, walk to door repeating directive "Go to door" and student should attend to command.	

Accession Number 52156

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52156
TITLE: Following A Simple Command
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-08 Speech and Language Development/Receptive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Follows simple command.	Give student a familiar simple command. Student should perform (without demonstration.) Reinforce correct performances.	Tape recorder Tape of commands

Accession Number 52157

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52157
TITLE: Identifying Self in Mirror/Pictures
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	E4-08	Speech and Language Development/Receptive Language
	M1-06	Self Knowledge/Self Identification

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Identify self in mirror.	Stand student in front of full length mirror. Point to student's image and say student's name. Then question "Where is Name?" Student should point to his image.	Full-length mirror Two photographs (one is picture of student)
Identify name by pointing	Point to student, saying student's name. Question "Where's Name?" Student will point to self.	
Identify self from two photographs.	Present two photographs (one is picture of student) to student. Student should correctly point to photograph when questioned "Where's Name?"	

Accession Number 52158

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52158
TITLE: Identifying Others
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-08 Speech and Language Development/Receptive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Points to mirrored image of teacher.	Stand in front of full-length mirror allowing student to see teacher's image. Point to self image, say your name, then question student, "Where is Mrs. Name ?" Student should point to image of teacher. Point to self, saying own name. Then question "Where is Mrs. Name ?" Student should point to teacher.	Full-length mirror

Accession Number 52159

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52159
TITLE: Identifying Significant Person By Name
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	E4-08	Speech and Language Development/Receptive Language
	M1-08	Self Knowledge/Family Members

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Points to others when questioned.	Present a "significant other" to student. Point to "Significant other." Say his or her name. Question, "Where is Name ?", Student should point to appropriate "Significant other".	Actual significant persons or pictures of significant persons

Accession Number 52160

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52160
TITLE: Identifying/Matching Objects, Pictures, and Words
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	E4-08	Speech and Language Development/Receptive Language
	D1-10	Readiness/Label, Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Identifies and gives object to teacher.	Place two objects such as food, toys, infront of student saying "this is ______," hold up desired object. Repeat this three times and ask to hand you the object. Repeat the command if necessary and use gestural prompts to help student. Continue this until student can hand you the desired object without hesitation. Occasionally reverse position of the objects.	Two objects such as food, toys Pictures of the objects used earlier Teacher cited: Instructo, Peabody Language Kit, Magazine pictures, desired actual objects
Plays games - identifying names and objects.	Continue with above prescription until student has learned the association of 7 objects. Then play games requiring student to identify objects as their names are called. Reinforce correct identification of objects.	
	Continue procedures, introducting objects and labels in groups.	
Matches object to object picture.	Prompt student to match object with picture. Present object with two pictures, one of which is a representation of the object. Student must select correct picture.	
	Continue above prescription until student establishes relationship of objects with pictures.	
Identifies verbs and demonstrate meaning.	Follow above procedures for "action" words (verbs), adding demonstration of actual movements where possible.	

Accession Number 52161

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52161
TITLE: Identifying/Selecting Own Printed Name
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	E4-08	Speech and Language Development/Receptive Language
	M1-05	Self Knowledge/Responds to Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Identifies own name on printed label.	Hold full-length mirror in front of student and say his name. Then hold up printed name and say it. Student should point to snapshot of himself and printed label.	Full-length mirror Snapshot of himself
Selects own name on printed label from several.	Prompt student to find own name from others which are printed on oak tag or blackboard. Say, "John, point to your name."	Printed label Name printed on oak tag, blackboard

Accession Number 52162

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52162
TITLE: Identifying/Selecting Others' Printed Name
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	E4-08	Speech and Language Development/Receptive Language
	D1-10	Self Knowledge/Label/Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Identifies teacher's name on printed label.	Prompt student to recognize and associate teacher with printed label. Say "My name is _____," and point to oak tag card. Encourage student to point to you and label.	Oak tag card Printed name label
Identifies classmate name labels and faces.	Prompt student to recognize and associate other students in the class with printed name labels. Each student holds printed name label, say each student's name and encourage other student to point to that studetn and name label. Say, "Where is John?" Encourage student to point to that student and his name label.	

NLRC/P

Accession Number 52163

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52163
TITLE: Pointing To Objects When Identified
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-08 Speech and Language Development/Receptive Language
D1-10 Readiness/Label/Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Identifies objects in room by pointing.	Give all objects in the room printed name labels. Point to object and name label. Class plays a game where teacher says, "find the door," and student is encouraged to point to the door and the label.	Printed name labels Real objects Pictures of same objects
Identifies actual item and pictures of objects by pointing.	Using real objects, organize and label them into categories. Show each object in category (Food, clothing, vehicles, body parts, etc.) with its label, then ask student to find the orange or apple, etc. Encourage student to point to object and printed label. This can also be done with pictures.	

Accession Number 52164

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52164
TITLE: Imitating Spoken Phrase
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-08 Speech and Language Development/Receptive Language
D1-10 Readiness/Label/Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes teacher's activities. Performs action and points to appropriate label.	Print labels for various actions such as walk, run, jump, sit down, stand up, stand behind, etc. Model one action at a time, pointing at the corresponding printed label. Direct student to perform the action and point to appropriate label.	Labels for various actions such as walk, run, jump, sit down, stand up, stand behind etc.
Selects label and performs from alternative labels.	Later present the student with two or three alternative labels and he must choose one to perform.	Teacher cited-Peabody Language Kit
Observes teachers action and select appropriate label.	Perform action. Prompt student to select the label that correctly identifies the action from among alternative labels.	
Matches one picture to the correct label out of three.	Play matching game in which student is presented with one picture and three labels. Student must match correct label to picture. Reinforce correct matchings. Teacher cited - Peabody Language Kit.	
Matches labels and pictures.	Play matching game in which student is presented tow labels and two pictures and must correctly match labels and pictures. Reinforce correct matchings.	

Accession Number 52165

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52165
TITLE: Responding To Attention
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-05 Speech and Language Development/Expressive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Makes sound.	Any sound made by student during the day is reinforced. Sit and play with student for four, twenty minute periods during the day. Reinforce student for every verbal sound he produces during these periods.	

Accession Number 52166

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52166
TITLE: Imitating Mouth Movements
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	E4-05	Speech and Language Development/Expressive Language
	E4-11	Speech and Language Development/Sound Imitation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates mouth movements and holds positions.	Help student imitate movements of mouth: mouth opened, mouth closed, upper teeth on lower lip, lower teeth on upper lip, tongue on upper teeth, tongue behind lower teeth. Demonstrate desired movement, then say "Do" to student. Student imitates movement and holds position. Shape student's mouth, consistent with signal "Do," and reinforcement. Use small hand mirror to show student he is completely moving his mouth.	Small hand mirror.

Accession Number 52167

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52167
TITLE: Imitating Speech Sounds
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	E4-05	Speech and Language Development/Expressive Language
	E4-11	Speech and Language Development/Sound Imitation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates speech sounds while seeing how the mouth is shaped for each.	Begin with one sound which the student closely approximates or is able to produce such as "ba" or "ma". Reinforce approximations and shapes of mouth, positioning lips and tongue when necessary. Use small hand mirror allowing student to see how and if he is correctly manipulating his mouth, lips or tongue. Continue through all necessary speech sounds.	Small hand mirror
Imitates speech sounds of teacher by comparison to his own.	Use tape recorder or language master record sounds with recordings of various sounds, and then have student produce sound. Record student's production of the sound. Student can hear comparison of his sound to teacher's sound until his production is refined. Reinforce closer approximations to refined speech.	Tape recorder or language master of various sounds.

Accession Number 52168

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52168
TITLE: Imitating Name Pronounciation
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seager - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-05 Speech and Language Development/Expressive Language
E4-11 Speech and Language Development/Sound Imitation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates teacher saying his name.	Say student's name and then say "Say ________." "Say" is signal word for student to imitate sound. Reinforce approximations and shape student's mouth as necessary. Option: use tape recorder or language master.	Option: Use tape recorder or language master.

Accession Number 52169

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52169
TITLE: Imitating Indication Of Yes Or No
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-05 Speech and Language Development/Expressive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitate head shaking of yes-no response.	Model response by shaking head and supplying the appropriate response. Direct student to imitate teacher. Reinforce approximations and is cautious to establish use in proper context.	

Accession Number 52170

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52170
TITLE: Identifying Others By Name
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-05 Speech and Language Development/Expressive Language
E4-11 Speech and Language Development/Sound Imitation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates teacher in identifying her by name and by pointing.	Say your name and point to self. Direct student to imitate you when you say "Say ______." Encourage student to point to you as name is spoken.	Bulletin board Snapshots of the students.
Imitates teacher in identifying classmates by name and by pointing.	Point to a classmate and say his name. Also place hand on the student. Encourage student to imitate you by pointing and verbalizing. Be careful to establish association of name to person, Present one name at a time.	
Verbalizes name of classmate when picture is shown.	Prepare a bulletin board with snapshots of the students and have student point to the pictures and name students or point to picture while student gives name. A game could be played using this procedure.	

Accession Number 52171

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52171
TITLE: Repeats Name Of Object
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	E4-05	Speech and Language Development/Expressive Language
	E4-11	Speech and Language Development/Sound Imitation
	D1-10	Readiness/Label/Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Verbalizes name of one object from several.	Introduce one object at a time placing objects in front of student and giving name. Then say "Say ______" and point to object. Encourage student to imitate Assist student in response by shaping mouth. Repeat several times. When three objects have been introduced, present object and ask student to name it. If no success, return to first step.	Few objects Their Pictures
	Introduce a few more objects, one at a time, and proceed as in prescription above.	
	Present several objects from one group or category. Present one at a time and have student name them. If the student has difficulty in naming any of the objects, repeat prescriptions above.	
Repeat name of one object when shown object and picture.	Place object and picture of object in front of student. Ask student to name object. Repeat several times. When procedure has been used with a few objects and their pictures, then present only pictures and ask student to name each one. If no success, repeat procedure with object and limit presentation to two objects and their pictures.	
Repeats several names when shown objects and pictures.	Introduce three more objects and their pictures following procedure above. Present six pictures, one at a time and have student name object, reinforcing correct identifications.	

Accession Number 52172

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52172
TITLE: Imitating Action And Verbalization
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P.Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-05 Speech and Language Development/Expressive Language
D1-10 Readiness/Label/Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates action and verbalization of teacher at the same time.	Demonstrate action for student to imitate. Repeat the verbal symbol several times while performing action. Have student imitate action and verbalize it by completing a sentence such as, "I am ______". Introduce picture of action and demonstrate action while saying verbal symbol. Prompt student to imitate action and give appropriate label. After a few pictures of actions have been introduced, present pictures one at a time and have student imitate action giving appropriate label. Play a game in which the student will choose a picture of an action and then verbalize it, or in which one student performs the action and another gives the verbal label. Correct responses are reinforced.	

Accession Number 52173

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52173
TITLE: Imitating Spoken Phrase
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-05 Speech and Language Development/Expressive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates phrase spoken by teacher Verbalizes phrase	Using words already introduced and learned, begin building noun-verb relationships. Exp. - Stand and ask student "Who am I?" If student doesn't respond, day "Say ______." Student imitates. Repeat question and procedure until question elicits response from student. Exp. - say "What am I doing?" If student responds with just "standing" ask, "Who is standing?" Then repeat question and say "Say name standing." Student imitates. Continue until question elicits phrase response. Play a game where student has to tell what everyone is doing. (Examples - Mary sitting, John playing, Bill sleeping) or name an object and its action or use such as ball bounces, bell rings, etc. Correct phrasing is reinforced.	

Accession Number 52174

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52174
TITLE: Imitating Spoken Phrase
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-05 Speech and Language Development/Expressive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates phrase spoken by teacher.	Using words already in student's speaking vocabulary, begin building verb - preposition relationships. First, student imitates teacher phrases. Play a game where student verbalizes verb-preposition phrases, Exp. - Go to door, Go to desk, etc.	

Accession Number 52175

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52175
TITLE: Imitating Action And Verbalization
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-05 Speech and Language Development/Expressive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates action and phrase of teacher. Verbalizes commands.	Model behavior and verbally express action: While walking to the door, repeat, "Go to door." Student imitates behavior and then verbally identifies behavior, "Go to door." After common commands have been introduced, play game where student must identify what others have done or have student give commands which teacher or classmates must perform - student must identify if action was correct and if not, tell what the incorrect action was.	

Accession Number 52176

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52176
TITLE: Verbalizing Simple Sentences
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-05 Speech and Language Development/Expressive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates whole simple sentence made by teacher.	Using words in student's vocabulary, begin building grammatically correct sentences, Exp. - Present student with a ball and ask "What is this?", then ask "What color is it?" Say "The ball is red." Repeat a few times.	
Verbalizes whole correct simple sentences.	Say, "Say, 'the ball is red'." Ask question, "What color is the ball?" If student does not respond with complete sentence, say "Say 'the ball is red'," and repeat question. Reinforce complete correct sentence responses.	

Accession Number 52177

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52177
TITLE: Verbalizing Simple Sentences
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-05 Speech and Language Development/Expressive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates whole correct simple sentence made by teacher. Verbalizes whole correct simple sentence.	Using words in student's vocabulary, begin building grammatically correct sentences containing a preposittional phrasw. Exp. - While pointing to the ball, ask, "What is this?" "Where is the ball?" Repeat sentence a few times. Reinforce complete correct sentence response.	

Accession Number 52178

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52178
TITLE: Models Sitting On The Toilet
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J1-08 Toileting/Stays on Toilet
J1-00 Toileting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on toilet.	Model for student by sitting on the toilet for 5 minutes. The student should imitate - if he does he should be rewarded. Model for student by sitting on the toilet for 10 minutes. Student should imitate. Model for student by sitting on toilet for 15 minutes. Student should imitate and receive reward.	Toilet

Accession Number 52179

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52179
TITLE: Modeling Elimination Procedure
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seager - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J1-10 Toileting/Uses Toilet
J1-00 Toileting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on toilet and observes elimination.	Model elimination on the toilet. Student should eliminate. Student should sit on the toilet while a model is sitting on another toilet eliminating (reward is given.).	Toilet
Eliminates on toilet.	The student should sit on the toilet and eliminate. If he does, he should be immediately rewarded.	

Accession Number 52180

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52180
TITLE: Retrieving Toilet Paper On Command
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J1-09 Toileting/Tissue Use
J1-00 Toileting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes toilet paper being torn.	Model for the student by tearing toilet paper off the roll.	Toilet paper
Tears toilet paper with assistance.	Together with student tear the paper off the roll.	
Upon verbal command, student will tear toilet paper.	Prompt student to tear off the toilet paper when a verbal command is given. If he does so, he must be rewarded immediately.	

Accession Number 52181

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52181
TITLE: Modeling Elimination Procedure
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): S. Mitchell - CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J1-09	Toileting/Tissue Use
	J1-00	Toileting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes toilet paper being folded.	Model for the student by folding the toilet paper.	Toilet Paper
Folds toilet paper with assistance.	Physically help student fold paper.	
Upon verbal command, folds toilet paper.	Prompt student to fold the paper on verbal command "Fold the paper."	

Accession Number 52182

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52182
TITLE: Using Toilet Tissue On Command
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J1-09 Toileting/Tissue Use
J1-00 Toileting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes the wrapping process.	Model by having student observe the wrapping process using toilet paper.	Toilet Paper
Wipes with assistance.	Aide the student in the wiping process.	
Wipes upon verbal command.	Prompt student to wipe on the verbal command "Wipe Name."	

Accession Number 52183

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52183
TITLE: Disposing Of Toilet Tissue On Command
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J1-09	Toileting/Tissue Use
	J1-00	Toileting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes placing the toilet paper in the toilet.	Model for student by placing the toilet paper in the toilet.	Toilet Paper Toilet
Puts paper in the toilet with assistance.	Help the student to place the paper in the toilet.	
Puts paper in the toilet upon verbal command.	Prompt student to place the paper in the toilet on verbal command, "Put the paper in the toilet."	

Accession Number 52184

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52184
TITLE: Flushing Toilet On Command
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J1-03 Toileting/Flushing
J1-00 Toileting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes teacher flushing toilet.	Model for the student by flushing the toilet.	Toilet
Flush toilet with assistance	Help the student (by taking his hand) flush the toilet.	
Flushes toilet upon verbal command.	Prompt student to flush the toilet on the verbal command "flush."	

Accession Number 52185

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52185
TITLE: Washing And Drying Hands On Command
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J1-00 Toileting
J1-04 Toileting/Hand Cleanliness

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes teacher washing and drying hands.	Model washing hands at a sink using soap. Student observes. Dry hands on a towel. Student observes.	Sink Soap Towel
Washes and dries hands with assistance.	Aide the student in washing and drying his hands.	
Washes and dries hands upon verbal command.	Prompt student to wash and dry his hands on the verbal command of "wash your hands."	

Accession Number 52187

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52187
TITLE: Removes Shirt Independently
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J9-16 Dressing/Undressing/Shirt
J9-15 Dressing/Undressing/Underwear

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Undressed by teacher.	Put shirt on student and grasp waist of shirt and pull it up to chest (under arms) commanding "shirt off" and remove shirt.	Shirt
Undresses self with assistance.	Help student to grasp waist of shirt (with shirt pulled down to waist) and pull it up to underarm.	
Independently undresses self.	Command, "Shirt off" as student removes shirt from waist to chest.	

Accession Number 52188

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52188
TITLE: Removes Shirt Independently
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J9-16 Dressing/Undressing/Shirts
J9-15 Dressing/Undressign/Underwear

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Undressed by teacher	Put shirt on student and grasp waist of shirt and pull it up to chest, then grasp neckline of shirt and pull it over student's head and pull sleeves from shoulders to elbows, using command, "shirt off."	Shirt
Undresses self with help.	With shirt pulled down to waist, help student grasp waist of shirt and pull it up to chest, grasp neckline of shirt and pull it over head and pull sleeves from shoulder to elbow using command, "shirt off."	
Independently undresses self.	Prompt student to remove shirt from waist to chest, from neck and off shoulders to elbows independently.	

Accession Number 52189

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52189
TITLE: Buttons Independently
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons,Snaps,Zippers

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates dropping buttons into carton.	Drop loose buttons into a milk carton. Promot student to imitate.	Loose buttons Milk carton
	Put a large button, loosely sewn on, through a button hole while giving the command "button".	Large button Button
Places loosely sewn button through hole with assistance.	Grasp hand of student and place a large button loosely sewn and together with the button through the hole.	Large button
	Encourage student to take large button loosely sewn on and button it.	Frame with medium size button
Places tightly sewn button through hole with assistance.	Together with student take large button tightly sewn on and put it through button hole.	Small button Medium size hole
Buttons independently.	Encourage student to take large button tightly sewn on and button.	Small buttonhole frame
Observes medium button procedure.	Take frame with medium size button and while giving command "button", buttons frame.	
Buttons medium button with assistance.	With student hold medium size button and, while commanding "button", together button the frame.	
Observes buttoning of small button.	Model buttoning procedure with a small button through a medium size hole.	
Buttons small button with assistance.	With student use frame with small button and give command, "button", button the frame.	

NLRC/P

Accession Number 52189

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes buttoning of small button through small hole.	Uses small button in small buttonhole frame while commanding, "button", button the frame.	
Buttons small button through small hole independently.	Prompt student to button small button in small buttonhole by himself.	

Accession Number 52190

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52190
TITLE: Buttons Shirt On Hanger
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): S. Mitchell - CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J9-02 Dressing/Undressing/Buttons,Snaps,Zippers
J9-16 Dressing/Undressing/Shirt

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Buttons shirt with large buttons.	Prompt student to button a shirt with large buttons on a hanger.	Shirt Large buttons Hanger Shirt with medium buttons Shirt with small buttons
Buttons shirt with medium buttons	Give student a shirt on hanger that has medium buttons to button.	
Buttons shirt with small buttons.	Give student a shirt on hanger that has small buttons to button.	

Accession Number 52191

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52191
TITLE: Placing And Adjusting A Shirt Independently
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): S. Mitchell - CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J9-02	Dressing/Undressing/Buttons, Snaps, Zippers
	J9-16	Dressing/Undressing/Shirts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Puts on shirt with teacher's help.	Place arm opposite button side in sleeve Assist student and guide other arm through opposite sleeve.	Button Shirt
	Place arm opposite the button side in sleeve, student guides other arm through opposite sleeve while you hold shoulder of shirt.	
Adjusts shirt with teacher's help.	Place arm opposite the button side in sleeve, student guides other arm through opposite sleeve while holding shoulder of the shirt at the shoulder of the body.	
Puts on and adjusts shirt independently.	Hold shirt behind student as student guides his arms through the holes. Grasp the shoulders of the shirt and adjusts to the shoulders of the body independently.	
Matches top and bottom button holes.	Student holds shirt near shoulders of button side, guides arm through sleeve, grasps opposite side of shirt and guides arm through sleeves. Orients shirt by adjusting shoulders and matching top button to top buttonhole.	
	If too difficult, lay shirt on table, collar at edge of table. The student does not hold shirt but guides each arm into sleeves, then lifts arms straight up. May need assistance.	

Accession Number 52192

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52192
TITLE: Removing Shirt With Assistance
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J9-02	Dressing/Undressing/Buttons, Snaps, and Zippers
	J9-16	Dressing/Undressing/Shirts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Undresses with assistance	Take shirt off student saying "shirt off" as he grasps lapel and let shirt drop off shoulders and have student help by removing sleeves himself. Help student grasp lapels to pull it off shoulders and prompt student to finish himself.	Shirt

Accession Number 52193

MLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52193
TITLE: Cleans Nose Independently
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J6-03	Nasal Hygiene/Tissue/Handkerchief
	J6-04	Nasal Hygiene/Wiping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes image of self in mirror.	Show student in a mirror when his nose is running. Model use of tissue by wiping nose for student.	Mirror Tissue
Wipes nose with assistance while viewing self in mirror.	Take student's hand while student looks in mirror and together wipe his nose. Take student's hand, grasp tissue, bring it up to the nostrils and wipe nose together while student watches in mirror.	
Wipes nose independently.	When nose is running, prompt student to independently grasp tissue, pull one tissue out of box, orient to nostrils and wipe nose.	

Accession Number 52194

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52194
TITLE: Indicating Need - Blows Nose Independently
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J6-01	Nasal Hygiene/Blowing
	J6-00	Nasal Hygiene
	J6-03	Nasal Hygiene/Tissue/Hnadkerchief

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Develops awareness of air flow in nostrils.	Hold the student's mouth closed and bring student's finger to his nostrils and let the student feel the air coming out nostrils.	Mirror Eye dropper Tissue
Observes breath on mirror	Place mirror under nostrils, hold student's mouth closed, and as student breathes on mirror, he will be able to see his own breath.	
Observes water flowing from nostrils.	Tilt student's head back a little, place two eye drops of water in each nostril, hold mirror under nostrils, place head in regular positions and hold student's mouth closed and prompt student to blow out. Student can see water by looking in mirror.	
Blows water from nose with assistance.	Place a few drops of water from eye dropper into students' nostrils, take student's hand, grasp a tissue from box, and cover nostrils holding tissue at each side of nose without pinching and prompt student to blow.	
Blows nose without aid of water.	Prompt student to blow nose without water in nostrils.	

Accession Number 52195

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52195
TITLE: Exhibiting Smile
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	M2-00	Social Interaction
	M2-02	Social Interaction/Awareness of Others

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Establishes eye contact with implementer when stimulated.	Hold, handle, fondle, and talk with student to elicit eye movement toward attending person. Continue fondling and verbal behaviors to increase length of eye contact.	
Observes social smile during play.	Model social smile while accompaning play with vocal sounds. Continue to initiate facial expressions and vocal sounds while reinforcing student's reasonable facsimile of social smile to attention.	
Exhibits smile during social interaction.	Maintain cuddling, comforting, and vocal behaviors while reinforcing student's social smiles to various forms of adult attention.	

Accession Number 52196

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52196
TITLE: Exhibiting Laughter
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	M2-00	Social Interaction
	M2-12	Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Establishes eye contact when stimulated.	Hold, handle, fondle, and talk with student to elicit eye movement toward attending person.	
Maintains eye contact when stimulated.	Continue to auditorally and visually stimulate student to maintain eye contact.	
	Produce vocal sounds (laughter) accompanying frolic play.	
Exhibits laughter with physical contact of implementer.	Continue to initiate vocal sounds and physically stimulates student to emit some facsimile of a laugh.	
Exhibits laughter without physical contact.	Stimulate laughter without physical contact and reinforce with physical contact any approximations of the particular vocalization.	

Accession Number 52197

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52197
TITLE: Reproducing Audible Sounds
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-00 Social Interaction
M2-02 Social Interaction/Awareness of Others

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Emits vocalization during student/teacher interaction.	Direct verbalization to student and continue interchange by imitating any form of vocalization emitted by student.	
	Reproduce recognizable sounds to the student while approaching him and reinforcing any form of vocalization by imitation.	
Emits vocalization when hearing an approaching person.	Produce audible sounds with feet while approaching student unseen and reinforce a particular form of vocalization commonly emitted by student.	
Imitates vocalization.	Approach student without producing any type of verbalization, and reinforce student's vocally initiated response.	

Accession Number 52198

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52198
TITLE: Differentiating Between Frown and Smile
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	M2-00 Social Interaction M2-02 Social Interaction/Awareness of Others

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates gross body movement with assistance	Copy student's gross body movements and call attention to his imitation of behavior through repetition. Manipulate student by moving his head or limbs until he imitates the sample of gross body movement.	Mirror
Actually observes frown and smile.	Hold student close to face and move his hands to feel changing facial movement alternating between frown and smile.	
Imitates frown with assistance.	Model frown and assist student in facial movements to represent the particular expression.	
Imitates smile.	Simulate a smile, and show student similarity of his facial expression while modeling in a mirror.	

Accession Number 52199

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52199
TITLE: Reaching For Toy When Presented
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-00 Social Interaction
M2-05 Social Interaction/Play

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Visually attends to object.	Display a number of play objects one at a time, to determine which seems to sustain visual attention.	Number of play objects Favorite toy
Manipulates favorite toy with assistance.	Manipulate favorite toy with student by placing toy in his hands or lap while verbally conveying excitement and encouraging tactile stimulation with toy.	
Explores physical attributes of favorite toy.	Offer toy to student by allowing him to grasp and/or explore its physical attributes and/or moving parts while maintaining possession of toy.	
Reaches for toy when withdrawn.	Withdraw toy slowly to encourage student to reach out and continue offering toy while increasing criteria of reaching distance.	
Reaches for toy when presented. Examines toy with assistance.	Present toy to elicit reaching response, then assist student through a visual, tactile, and olfactory - gustatory examination of toy.	

Accession Number 52200

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52200
TITLE: Responding to Interaction
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) S. Mitchell - CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-00 Social Interaction
M2-11 Social Interaction/Seeks Attention

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reaches for toy	Attract student's attention through use of vocalization and display of favorite toy. Pick up and caress student for every reaching act.	Favorite toy
Vocalizes and establishes interaction with implementer.	Continue above procedure for every vocalized social interaction.	
Responds to adults imitiations	Attend student who physically touches other person immediately to make his act contiguous to adult response.	

Accession Number 52201

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52201
TITLE: Passively Participating in Physical Affection Display
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	M2-00	Social Interaction
	M2-01	Social Interaction/Affection Display
	M2-11	Social Interaction/Seeks Attention

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Use appropriate titles/names when in the presence of student.	
Cooperately displays affection with assistance.	Stimulate physical greeting of hug and kiss, by placing students arms around teacher's neck and kissing student.	
	Use verbal greetings ("hello, hi") and verbal departure words ("bye-bye, good-bye, bye") when meeting and leaving student.	
	Wave hand at student and use appropriate verbal responses when meeting and leaving student.	

Accession Number 52202

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52202
TITLE: Independently Playing with Toy
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF M2-00 Social Interaction
LEARNING OBJECTIVES: M2-05 Social Interaction/Play

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Selects favorite toy from several	Display a variety of toys to determine preferred one, and demonstrate manipulation of toy with student.	Variety of toys
Examines toy with guidance	Guide student through visual, tactile, and olfactory-gustatory examination of preferred toy.	
Plays with toy assistance	Provide preferred toy, start play activity, and remain in close approximity to reinforce sustained play.	Preferred toy
Plays with toy with increasing independence	Continue to initiate play activity but leave student's presence for short period and return to reinforce his sustained play.	
	Place toy in front of student after he commences play and leave student's presence for increasing periods of time.	

Accession Number 52203

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52203
TITLE: Passively Participating in Various Games
AUTHOR(S):
SOURCE: Summer Traineeship - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-00 Social Interaction
M2-05 Social Interaction/Play
M2-06 Social Interaction/Relationship to Adults

CONSIDERATIONS FROM EDITOR(S):
Prior knowledge of "Little Piggy", "Pata Cake", "Hidden Objects", and "Running Away" games is necessary.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Passively participates in various social games	Place student in a lying or seated position and commence physical and verbal behaviors subsumed in the social game of "Little Piggy." Face student in seated position and commence body manipulation and vocalizations associated with the social game of "Pata Cake." Place student in sitting position, and commence covering and uncovering acts on "Hidden Objects" with cloth and objects. Place student on hands and knees, approach and retreat in a crawling manner from location of student and commence with vocalizations and physical movement associated with the social game of "Running Away."	

Accession Number 52204

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52204
TITLE: Playing with Others
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-00 Social Interaction
M2-05 Social Interactions/Play
M2-07 Social Interaction/Relationship to Peers

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Plays when beside another student	Place student and his favorite toy beside another student who is playing with his preferred toy, and prompt students to maintain his play activity through physical presence and verbal reinforcement	Favorite toy
Plays when beside another student in teacher's absence	Continue above procedure except leave student's presence for graduated period of time and reward student for sustained play.	

Accession Number 52205

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52205
TITLE: Establishes Relationships in Various Activities
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) S. Mitchell - CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-00 Social Interaction
M2-05 Social Interaction
M2-07 Social Interaction/Relationship to Peers
M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Establishes relationships with other students in various activities	Introduce student to a small group of students splashing and wading in a play pool.	Play pool
	Introduce student to dress-up activity with small group of students. (clothes)	Dress-up clothes
	Introduce student to sand box activity with small group of students.	Sand box
	Introduce student to numerous, unspecified activities with a small group of students.	

Accession Number 52206

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52206
TITLE: Taking Turns During Social Situations
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): S. Mitchell, CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	M2-00	Social Interaction
	M2-05	Social Interaction/Play
	M2-07	Social Interaction/Relationship to Peers
	M2-12	Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Exchanges toy with other student	Suggest that student exchange toy for another after student has been engaged with toy for a substantial period of time. Suggest that 2 students exchange their toys with each other after each has been occupied with his toy for a period of time.	Toy
Accepts invitation to participate in group activity	Introduce student to situation where another student, the participant of a group, invites the student to play. Urge student to accept the invitation.	
Takes turn during social situation	Involves student in a situation, such as using a sliding board, where he must wait his turn.	Sliding Board
	Involve two students in an activity that requires rotating of positions, such as pushing and riding a swing	Swing

Accession Number 52207

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52207
TITLE: Responding to Instrumental Sounds
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A1-01 Auditory Acuity
A1-09 Auditory Localization

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to noise	Make sounds with hands in front of student's eyes Make sounds with mouth, in front of student eyes. Make sounds with feet in front of student.	
Responds to instrumental sounds	Use instruments to make sounds in front of student's eyes.	

Accession Number 52209

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52209
TITLE: Imitating Sounds and Movements
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A1-10 Auditory Motor Integration
A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates the movements made by the teacher.	Make movements with extremities which student can imitate	
Imitates the mouth movements	Make movements with mouth which student can imitate.	
	Make sounds with instruments	
Imitates sounds from instruments.	Prompt student to imitate each.	

NLRC/P

Accession Number 52210

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52210
TITLE: Moving Object a Designated Height
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	D1-19 Readiness/Spatial Orientation D1-17 Readiness/Relationship A1-10 Auditory Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes teacher standing up from a seated position	Say "up" and stand from a seated position	Toy
Stands with assistance while teacher says "up"	Take the student's hands and guide him to stand while saying "up".	
Observes moving object to high shelf.	Say "up" and prompt student to stand from seated position. Say "up" and and place the student's favorite toy on a higher shelf.	
Moves object to higher shelf	Say "up" and help the student move the object to a higher shelf.	
	Say up and prompt student to move the object to a higher shelf.	

Accession Number 52211

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52211
TITLE: Places Object on Command
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	D1-19	Readiness/Spatial Orientation
	D1-17	Readiness/Relationship
	A1-10	Auditory Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes teacher sit from standing position.	Say "down" and sit from a standing position.	
Sits with assistance while teacher says "down".	Say "down" and take the student by the hand, guide him to sit with the teacher.	
	Say "down" and prompt student to sit from a standing position.	
Observes placing toy on shelf.	Say "down" and and place the student's favorite toy on a lower shelf.	
Places toy on lower shelf with assistance.	Say "down" and physically help the student place a toy on a lower shelf.	
Moves toy to lower shelf on verbal cue.	Say "down" and prompt student to move the toy to a lower shelf.	

Accession Number 52212

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52212
TITLE: Playing Games with Up and Down Movements
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	D1-19 Readiness/Spatial Orientation D1-17 Readiness/Relationship A1-10 Auditory Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Prior knowledge on the part of implementer is necessary

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Plays "Simon says"	Instruct the student in a game of: "Simon Says" student is asked to sit, stand and raise and lower objects.	
Plays "Ring Around the Rosie".	Together with student play "Ring Around the Rosie".	
Plays "London Bridge"	Together with student play "London Bridge".	
	Games as above which contain "up and down" relationship can be used.	

Accession Number 52213

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52213
TITLE: Identifying Fat or Thin
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-17 Readiness/Relationship
D1-02 Readiness/Classify, Categorize

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes pictures of fat illustrations	Show the student 3 pictures of fat dogs and stress the word "fat" for 1 minute.	3 pictures of fat dogs
	Show the student 3 pictures of fat horses and stress the word "fat".	3 pictures of fat horses.
	Show the student 3 pictures of fat people and stress the word "fat".	3 pictures of fat people
Observes pictures of thin illustrations.	Repeat above using pictures of thin dogs, horses and people.	
Sorts pictures according to fat/thin.	Give the student 6 pictures (3 fat 3 thin dogs) and ask the student to sort them into piles showing fat and thin.	
	Repeat above using 6 pictures of fat and thin horses and people.	
Verbally identifies pictures as fat or thin.	Show student 6 pictures and ask the student to verbally identiry fat from thin.	
	Repeat using 6 pictures of fat and thin horses and people.	

Accession Number 52214

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52214
TITLE: Identifying Self as Fat or Thin
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
B1-08 Self Concept
D1-17 Readiness/Relationship
M1-01 Self Knowledge/Facts about Self

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Looks at image in mirror and states whether he is fat/thin.	Place student in front of mirror. Prompt student to state whether his image is fat or thin.	Mirror
Looks at colored photo and states whether he is fat/thin.	Hand student a colored photo of the student. Prompt student to state whether he is fat or thin	Color photo of the student
Looks at black/white photo and states whether he is fat/thin.	Hand the student a black and white photo of the student. Prompt student to state whether he is fat or thin.	Black and white photo of the student.

Accession Number 52215

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52215
TITLE: Placing Blocks Horizontally and Vertically
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) Pat Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-19 Readiness/Spatial Orientation
12-04 Fine Motor/Manual Desterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes horizontal placement of blocks	Demonstrate how to place blocks horizontally.	Blocks
Places blocks horizontally with assistance.	Assist student to placing blocks horizontally	
Places blocks horizontally without assistance.	Prompt student to place the blocks horizontally.	
Observe vertical placement of blocks.	Demonstrate how to stack blocks vertically.	
Places blocks vertically with assistance.	Help the student place the blocks on top of each other.	
Place blocks vertically without assistance.	Prompt student to place the blocks vertically without assistance.	

Accession Number 52216

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52216
TITLE: Demonstrating Concept of Near/Far
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-19 Readiness/Spatial Orientation
D1-17 Readiness/Relationship

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes teacher retrieve near object (1 ft. away)	Demonstrate retrieving an object placed about a foot away.	Object
Retrieves near object with teacher	Together with student retrieve object jointly.	
Retrieves near object unassisted.	Prompt student to retrieve the object without help.	
Observes teacher retrieve far object (3 ft. away)	Walk over to an object (3 ft. away) and bring it back to the student.	
Retrieves far object with assistance.	Walk with student to an object (3 ft. away) pick it up together and walk back to the original spot.	
Retrieves far object unassisted.	Prompt student to walk to an object pick it up and bring it back to the original spot.	
Observes teacher place object far away.	Take a close-by object and place it far away.	
Places close by object far away with assistance.	Help the student place a close-by object far away.	
Places close by object 10 ft. away and says far away.	Prompt student to place the close-by object far away.	

NLRC/P

Accession Number 52216

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERI[illegible]
Observes teacher placing object far away with verbal cue.	Pick up a close-by object and place it far away and say "far away".	
Picks up object and walks a "far away" distance with teacher.	Pick up a close-by object and with student walk a distance (10 ft.) and say "far away".	
Picks up object and places if "far away" independently.	Prompt student to pick up a close-by object and place it 10 ft. away and say "far away".	

Accession Number 52217

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52217
TITLE: Modeling Concept of Inside
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	D1-19 Readiness/Spatial Orientation D1-17 Readiness/Relationship A1-10 Auditory Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes teacher demonstrating concept of inside.	Place a toy car inside a small box while saying "inside".	Toy Car
Places car in box with assistance.	Help the student place the toy car inside the box while saying "inside".	Small Box
Places car in box without assistance on command.	Prompt to place the car inside the box after given the verbal command "inside".	
Observes teacher getting inside box.	Place yourself inside a large box while saying "inside".	Large Box
Places self in box with assistance.	Assist placing the student in a large box while saying "inside".	
Steps into box on command.	Prompt to step into the box on the verbal command "inside".	

Accession Number 52218

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52218
TITLE: Modeling Concept of Behind
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	D1-19 Readiness/Spatial Orientation D1-17 Readiness/Relationship A1-10 Auditory Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes concept demonstration of "in front".	Place a toy in front of a box while saying "in front".	Toy Box
Places toy in front of box with assistance.	Guides student's hand while placing the object "in front" of the box.	
Places toy in front of box on command	Prompt student to place the toy in front of the box on the verbal command "in front".	
Observes teacher standing "in front" of box.	Stands in front of the box while saying "in front".	
Stands in front of box with assistance.	Guides the student in front of the box while saying "in front".	
Stands in front of box on command.	Prompt student to stand in front of the box on the verbal command "in front".	
Observe teacher place object behind box.	Place an object behind the box while saying "behind".	
Places object behind box with assistance.	Guides student's hand while placing the object behind the box.	
Places object behind box on command.	Prompt student to place the object behind the box on command "behind".	
Observes teacher step behind box.	Step behind the box while saying "behind".	
	Teacher guides the student to a place behind the box while saying "behind".	
	Student will step behind the box on the verbal command "behind"	

Accession Number 52219

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52219
TITLE: Modeling Concept of Beside
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) · P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	D1-19 Readiness/Spacial Orientation D1-17 Readiness/Relationship A1-10 Auditory Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes demonstration of "beside".	Place an object beside a box while saying "beside".	Object Box
Places object beside box with assistance.	Help student place an object beside a box while saying "beside".	
Places object beside box unassisted.	Prompt student to place object beside the box on verbal command.	
Observes demonstration of "beside".	Stand beside the box while saying "beside".	
Stands beside box with assistance.	Guide student to stand beside the box while saying "beside".	
Stands beside box on command.	Prompt student to stand beside the box on verbal command "beside".	

NLRC/P

Accession Number 52220

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52220
TITLE: Modeling Concept of Under
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): S. Carricato CCSU #12

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	D1-19 Readiness/Special Orientation D1-17 Readiness/Relationship A1-10 Auditory Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes demonstration of "top".	Place an object on top of a box while saying "top".	Object Box
Places object on top of box with assistance.	Guide student's hand on the object while saying "top".	
Places object on top of box unassisted.	Prompt student to place the object on top of a box while saying "top".	
Observes teacher stepping on top of board.	Steps onto a board while saying "top".	Board
Steps onto board with assistance.	Help student onto a board while saying "top".	
Steps onto board unassisted on command.	Prompt student to step onto board while saying "top".	
Observes demonstration of "under".	Place an object under a box while saying "under".	
Places object under box with assistance.	Guides student's hand while placing object under a box and saying "under"	
Places object under box indepently on command.	Prompt student to place object under a box on verbal command "under".	
Observes teacher under table.	Get under a table while saying "under".	Table
Gets under table with assistance.	Help student get under table while saying "under".	
Gets under table on command.	Prompt student to get under table on verbal command.	

NLRC/P

Accession Number 52221

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52221
TITLE: Sorts/Names of Colors
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	D1-02 Readiness/Classify, Categorize D1-03 Readiness/Color Concepts D5-03 Vocabulary Development/Color Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Manipulates objects differing in color	Offer 10 objects that differ only in color to the student (10 blocks of different colors).	10 blocks of different colors
Sorts according to color	Offer 5 objectives of one size in colors of red, blue or yellow (5 tumblers, one size, red, yellow, blue).	5 tumblers, one size, red, yellow, blue
	Offer 5 beads of one size in red, yellow or blue (5 wooden beads red, yellow, blue).	5 wooden beads red, yellow, blue
Groups 6 objects according to color.	Instructs student to group 6 objects according to color (6 plastic cups of different size, red, yellow, blue).	6 plastic cups of different size, red, yellow blue
Sorts objects by color	Instruct student how to sort according to color and then prompt students to sort by color (red, yellow, blue blocks).	
Groups beads according to colors.	Prompt student to group beads according to colors of red, yellow, blue (large red, yellow, blue beads).	large red, yellow, blue beads
	Sort and name colors of the blocks.	
Sort and names blocks by color with assistance.	Name and sort with the student, blocks of red, yellow and blue.	
Sorts and names blocks by color independently.	Prompt student to sort and name blocks of red, yellow, blue.	

Accession Number 52222

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52222
TITLE: Placing Objects Into Coresponding Holes
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	12-02 Fine Motor/Grasping F7-03 Money/Time/Measurement/Geometry/Geometric Shapes

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Holds round object.	Hands student a round object exp. a basketball, clutch ball, multisensory sphere	Basketball Clutch Ball Multisensory sphere
Holds square object.	Hand student a square smooth plastic block, rough square block, square pillow.	Square smooth plastic block rough square Plastic Block Square Pillow
Holds rectangular object	Hand rectangular shapes to student	Rectangular shapes
	Prompt student to play with pull toy containing round shapes.	Pull toy
Play with objects of varied shapes.	Prompt student to play with wagon containing large differently shaped blocks.	
	Prompt student to play with toy truck containing blocks in its bed.	Toy truck
Places objects into corresponding holes	Show student how to place shapes into corresponding holes in a form board (Junior Fit A-Space)	Junior Fit A-Space
Places objects into corresponding holds.	Shows the student how to place objects in their corresponding holes in a form fitter.	Form Fitter
	Show the student how to place objects in their corresponding holes in a Form Puzzle	Form Puzzle

Accession Number 52223

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52223
TITLE: Building with Blocks
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-04 Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Builds object with small blocks with assistance.	Helps the student build an object of small wooden blocks. Help the student build an object with Invicta Aptitude Blocks.	Small Wooden Blocks Invicta Aptitude Blocks
Builds object with large blocks unassisted	Prompt student to build an object made with large wooden blocks.	Large Wooden Blocks

Accession Number 52224

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52224
TITLE: Sorting Various Gemetric Shapes
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: D1-02 Readiness/Classify, Categorize
F7-01 Money/Time/Measurement/Geometry/Basic Geometry

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sorts triangles and squares into 2 piles with assistance	Help student sort 5 triangular shapes and 5 square shapes into two piles	5 triangular shapes
Sorts trangular and square shapes with assistance.	Help student sort 5 rough triangular shapes and 5 rough square shapes.	5 square shapes 5 rough triangular shapes
	Help student sort 5 large square pieces of cardboard and 5 triangular cardboard pieces.	5 rough square shapes
Observes sorting 4 triangles, 4 squares, 4 rectangles and 4 circles	Sort 4 triangles, 4 squares, 4 rectangles and 4 circles into respective piles.	5 large square pieces of card-board
Sort various geometric shapes with assistance.	Help the student sort 16 shapes containing 4 triangles, 4 squares, 4 circles and 4 rectangles.	
Sort various geometric shapes independently.	Prompt student to sort large cardboard shapes in piles containing 4 circles, 4 squares, 4 triangles	4 circles

Accession Number 52225

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52225
TITLE: Identifying Geometric Shapes
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	D1-10 Readiness/Label, Name D1-02 Readiness/Classify/Categorize F7-01 Money/Time/Measurement/Geometry/Basic Geometry

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes square	Say the word "square" and show the student a square	A Square
Listens to a story about square, observing the shape.	Tell a story using the square shape in it, student is shown a square when it is mentioned.	Circle
Listens to square on tape.	Play a tape in which the word square is repeated. As student says "square" tape is played to him.	
	Repeat above using circle, triangle, rectangle.	Triangle Rectangle
Observe various geometric shapes.	Point out objects which are circular, square, rectangular or triangular.	
Identifies objects around self as circular or square.	Prompt student to name object in the environment that are circular or square.	
Identifies objects around self as rectangular or triangular.	Prompt student to name objects in his environment that are rectangular or triangular.	

Accession Number 52226

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52226
TITLE: Kinesthetically Explores Geometric Objects
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	A5-07 Tactile Perception

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Holds smooth objects differing in size.	Prompt the student to hold smooth blocks which differ only in size.	Smooth Blocks
Holds rough objects differing in size.	Prompt student to hold rough blocks which differ only in size.	Rough Blocks
Hold measure bars.	Prompt the student to hold measure bars.	Measure Bars
Play with blocks which differ in size.	Prompt the student to play with 8 smooth blocks which differ in size.	
Plays with saucers and plates.	Prompt the student to play with 5 toy saucers and plates.	5 Toy Saucers and plates
Plays with measure bars.	Prompt the student to play with 8 measure bars.	
Plays with blocks of different sizes and shapes.	Prompt the student to play with smooth blocks which are different in shape and size.	
Play with rough blocks of different sizes and shapes.	Prompt the student to play with rough blocks which differ in size and shape.	
Plays with plastic cups.	Prompt the student to play with plastic cups which differ in size and shape.	Plastic Cups
Plays with smooth blocks of different sizes, shapes and colors	Prompt the student to play with smooth blocks which differ in size, shape and color.	

NLRC/P

Accession Number 52226

SER-LARS Report E-3
Instructional Methods

Continued

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Plays with rough blocks of different sizes, shapes and colors.	Prompt the student to play with rough blocks which differ in size, shape and color.	
Plays with plastic cups of different sizes, shapes and colors.	Prompt the student to play with plastic cups which are different in size, shape and color.	

Accession Number 52227

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52227
TITLE: Determining Spaces One Can Fit Into
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-19 Readiness/Spatial Orientation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Chooses between 2 boxes to fit into.	Prompt the student to choose between 2 cardboard boxes to determine if he will fit into it. Boxes should differ greatly in size	1 Large Cardboard Box 1 Small Cardboard Box
Chooses the tunnel through which to crawl.	Prompt the student to choose between two tunnels, one that is too small and one that is large enough for him to crawl through.	1 Large Cardboard Tunnel 1 Small Cardboard Tunnel
Chooses between more difficult tunnels through which to crawl.	Prompt the student to choose between two tunnels that do not vary greatly in size but only one of which he can crawl through.	

Accession Number 52228

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52228
TITLE: Discriminates Between Taller and Smaller
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-05 Measurement Concepts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Compares piles to determine which is taller.	Together with student pile 1" cubes into two stacks. Sizes of piles are compared to see which is the taller.	1" Cubes
	Together with the student pile plastic plates. Size of piles are compared for student to determine which is taller.	Plastic Plates
	Together with the student pile books. Size of piles are compared to see which is taller.	Books

Accession Number 52229

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52229
TITLE: Sorting According to Size
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	D1-02 Readiness/Classify/Categorize F7-05 Measurement Concept

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sorts items according to size.	Prompt the student to divide ten smooth blocks which differ only in size into two piles according to size.	10 Smooth Blocks
	Prompt the student to divide ten toy saucers and plates into two piles according to size.	10 Toy Saucers and Plates
	Prompt the student to divide 5 big and 5 little squares into two piles according to size.	5 Big Squares 5 Little Squares

Accession Number 52230

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52230
TITLE: Comparing Smaller/Larger
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-05 Measurement Concepts.

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Compares hands to determine which is larger.	Together with the student compare hands to decide whose are larger.	
	Place the student's hand on your hand to decide whoses are larger.	
	Compare handprints in a sandbox to determine larger one.	Sandbox
Compares feet to determine smaller.	Together with the student step into water then onto a dry floor to compare whose footprints are smaller.	Water
	Together with the student try to step into each others shoes to see which is smaller.	
	Together with the student compare footprints in the sand to see which is smaller.	

Accession Number 52231

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52231
TITLE: Comparing Big/Little
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-05 Numeration/Inequalities

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes block and repeats the word "big".	Say the word "big" and hold up a large block. Prompt student to repeat the word "big".	Large Block
Say "big" when shown picture of big animal.	Show the student a picture of a large animal and say "big". Prompt student to say "big".	Picture of Large Animal
Repeats the word "big" on tape and listens to recording.	Say "big" to the student. Prompt student to say "big" into a tape recorder which is played back to the student.	Tape Recorder
Holds little block	Say "little" as the student holds a little block.	Little Block
Says "little" when shown picture of little animal	Show the student a picture of a small animal. Prompt student to say "little".	Picture of a Small Animal
Repeats the word "little" on tape and listens to recording.	Tapes the student saying "little" The tape is played back to the student.	

Accession Number 52232

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52232
TITLE: Comparing Largest/Smallest
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-02 Readiness/Classify and Categorize

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes stacking rings	Place stacking rings according to size.	Stacking Rings
Places rings in order according to size with assistance.	Help the student place rings in order according to size.	
Places rings in order unassisted.	Prompt student to place rings in order according to size.	
Observes largest and smallest objects.	Sorts objects from largest to smallest.	
Sorts pictures, largest to smallest with assistance.	Together with the student sort pictures in order of largest to smallest.	Pictures
Sorts pictures, largest to smallest unassisted.	Prompt student to sort pictures in order from largest to smallest.	

Accession Number 52233

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52233
TITLE: Imitates Pouring Sand
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-04 Manual Dexterity/Fine Motor Coordination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates teacher pouring sand.	Pour sand from a clear cup into a clear cup of the same size. Prompt student to imitate.	Sand Clear Cup
	Pour sand from a tall thin cup into a short fat cup. Prompt student to imitate.	Tall Thin Cup
	Pour sand from a short fat cup into the tall, thin cup. Prompt student to imitate teacher.	Short Fat Cup

Accession Number 52234

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52234
TITLE: Demonstrates Concept of One
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-03 Numeration/Counting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes teacher's index finger.	Hold up index finger.	
Holds up index finger with assistance.	Hold up finger and help student to do the same.	
	Hold up finger and say "one".	
Holds up index finger along with teacher saying one.	Together with student hold up index fingers and say "one".	
Holds up one finger and says "one" independently	Prompt student to hold up one finger and say "one".	
Observes teacher pointing to an object.	Points to an object and says "one".	
Points along with teacher and says "one".	Together with student point to an object and both say "one".	
Points to an object and says "one"	Prompt student to point to an object and say "one".	

Accession Number 52235

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52235
TITLE: Counting to Five
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-03 Numberation/Counting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes counting to 2 blocks	Count "one-two" and point to two blocks.	Blocks
Counts to 2 with assistance.	Together with student point to blocks and count "one-two".	
Counts to 2 Indepently	Prompt student to point to the blocks and count "one-two".	
Observes counting to 3 blocks.	Count 1, 2, 3 and point to blocks.	
Counts to 3 with assistance.	Together with the student point to the blocks and counts 1, 2, 3.	
	Repeat above for 1, 2, 3, 4 - 1, 2, 3, 4, 5.	

Accession Number 52236

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52236
TITLE: Repeating Names of Toys
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-10 Label, Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Repeats "truck"	Points to a truck and say "truck", prompt student to say "truck".	Truck
Repeats "doll"	Point to a doll and say "doll", prompt student to say "doll".	Doll
Repeats name of favorite toy	Point to student's favorite toy, and say its name. Prompt student to repeat the name.	Toy

Accession Number 52237

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52237
TITLE: Names Object When Out of Sight
AUTHOR(S):
SOURCE: Summer Traineeship Program
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-11 Visual Sequential Memory

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes object. Names object after removal from sight.	Show an object to the student. Prompt student to close his eyes - remove object from sight and ask the student to name the object.	
Observes two objects. Names missing object after removed from sight.	Show two objects to the student. Prompt student to close his eyes, one object is removed, student names missing object.	
Observes two toys. Recalls both objects after removed.	Show two toys to the student. Remove while his eyes are closed. Ask student to recall both objects.	Two toys

Accession Number 52238

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52238
TITLE: Identifying Objects Through Tactile Exploration
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A5-03 Tactile Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes two toys and identifies toy by touch and with verbal clues.	Show student two toys. Prompt him to close his eyes. Put one toy in a bag. Prompt student to feel the toy and identify it with verbal clues.	Two Toys Bag
Identifies toy by touch with fewer clues.	Show student two toys. Ask him to close his eyes. Put one in a bag Prompt the student to feel the toy and identifies it with motional clues.	
Identifies toy by touch without clues.	Show student 2 objects. Ask student to hide his eyes. Put one toy in a bag. Prompt student to feel and identify it with no clues.	

Accession Number 52239

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52239
TITLE: Turning on Light
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: K3-01 Activities of Daily Living/Light Switches

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes demonstration. Turns light on with physical help.	Demonstrate and say "light on". Physically prompt student to imitate. Gradually fade physical prompting by periodically releasing student's hand.	Wall Mounted Light Switch
Turns light on with verbal prompting.	Say "name, light on." Then demonstrate saying "light off." Gesturally and physically, if necessary, prompt student to imitate fade prompts.	
	Demonstrate saying "light on" using wall mounted light switch. Physically prompt student to imitate gradually fade physical prompt to gestural. Turn light off.	

Accession Number 52240

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52240
TITLE: Working Lamp Switch
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: K3-01 Activities of Daily Living/Light Switches

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes demonstration. Turns on light with physical help.	Demonstrate saying "light on" using a desk lamp with push button switch. Physically prompt student to imitate; gradually fade physical prompts. Turn light off.	Desk Lamp with Pushbutton Switch
Turns off light with physical help.	Say "name, light on." Then demonstrate saying "light off." Gesturally and physically, if necessary, prompt student to imitate; gradually fade physical and gestural prompts.	
Turns on light independently.	Demonstrate saying "light on." Physically prompt student to imitate.	
Turns off light independently.	Demonstrate saying "light off." Physically prompt student to imitate.	

Accession Number 52241

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52241
TITLE: Walking Through Door
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) · P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: K3-02 Activities of Daily Living/Doors

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes demonstration.	Demonstrate saying "close door." Say "name, close door." Name, open door --pushing on door.	Door
Closes door with physical help.	Standing behind student take student's dominant hand in yours and say "name, close the door." Physically prompt him to close door.	
Closes door with verbal prompting.	Fade prompts to "close door" to verbal encourage.	
Walks through door with physical help.	Demonstrate passing through a door, saying, "through door." Take student's hand, say, "come with me, name." Together pass through door and say "name, through door."	
Walk through and closes door with physical help.	Stand on one side of open door, say "name, through door," and gesture. Fade gesture to only verbal prompt.	
Walks through and closes door with physical help.	Say, "name, through door." Follow student through, says, "name, close door." Use physical and gestural prompts as necessary and fade them.	
Walks through and closes door with verbal command.	Say, "name, open door." Say, when student opens door, "name, through door." Pass through behind student. Say, "name, close door."	

NLRC/P

Accession Number 52242

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52242
TITLE: Reading Six Word Sentences
AUTHOR(S): P. Escovar ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D6-03 Oral Reading/Fluency

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reads sentences containing no more than six words	Present student with seven short sentences containing not more than six words each, all relating to the topic of farm animals. Prompt the student to read all the sentences with no more than six mistakes on 3 consecutive days.	

Accession Number 52244

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52244
TITLE: Spelling Selected Words From Word Cards
AUTHOR(S): P. Escovar ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E3-05 Spelling/Spelling Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Spells selected words correctly 3 out of 4 trials.	Present student with word cards from his vocabulary words or spelling list. Request that the student orally respell the words for 3 out of 4 trials over a 3-day period.	Word Cards

Accession Number 52245

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52245
TITLE: Placing Shapes Into Slots
AUTHOR(S): P. Escovar ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present student with the shape discrimination box.	Shape Discrimination Box
Drops shapes into slots with aid.	Tap over the correct slot on the box or guide the student's hand to the correct area in order that the student may drop five different shapes into the approximate slots.	
Drops shapes into slots correctly.	Gradually fade cues until student completes task unaided.	
	Use primary reinforcers to help speed up the student's performance.	

Accession Number 52246

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52246
TITLE: P. Escovar ID #70
AUTHOR(S): P. Escovar
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J1-02 Toileting/Elimination Pattern

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits while drinking water.	Seat student at a desk and present him with two glasses, one containing water, the other juice. Tell student to drink the water and then quickly reinforce by giving the student a sip of juice.	2 Glasses Water Juice
Follow elimination procedure with assistance.	Take student into the bathroom and position over front of the toilet. Command student to lift seats, pull down pants, urinate and/or defecate. When task is accomplished, reinforce with praise.	
Washes/dries hands with assistance.	Command student to whipe self clean, flush, pull up pants, put down lid, and wash hands. (Encourage student to turn on the water, wet hands, use soap, towel dry.) Reinforce with verbal praise. During above procedure a toilet record should be maintained daily and procedure should occur at two specified times of the day.	Soap Towel

Accession Number 52247

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52247
TITLE: Eliciting Correct Consonant Sounds for S. T. P. W. N.
AUTHOR(S): P. Escovar ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D2-04 Phonics/Consonant (Initial)

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Elicits correct consonant sounds when visually presented throughout five consecutive trials.	Visually present student with the consonants 's', 'p', 't', 'w', 'n' and prompt student to say the correct sound of each.	

Accession Number 52247

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52247
TITLE: Eliciting Correct Consonant Sounds for S. T. P. W. N.
AUTHOR(S): P. Escovar ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D2-04 Phonics/Consonant (Initial)

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Elicits correct consonant sounds when visually presented throughout five consecutive trials.	Visually present student with the consonants 's', 'p', 't', 'w', 'n' and prompt student to say the correct sound of each.	

Accession Number 52248

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52248
TITLE: Answering Questions Appropriately
AUTHOR(S): P. Escovar ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Answers questions.	Create and maintain a data sheet which illustrates how many times the student answers questions and directs other appropriate verbalizations to the teacher and others in a 30 minute group session.	
Directs appropriate responses to teacher and classmates.	Give the student immediate attention when he is speaking appropriately and ignore the student when he is showing inappropriate group behaviors, e.g., head on desk, eyes closed, off topic comments.	
	Shake hand and give verbal praise for each appropriate response.	
	Reward student after session with a sticker on the date sheet. Four stickers at the end of a week warrants a group party.	

Accession Number 52249

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52249
TITLE: Identifying Y and W
AUTHOR(S): J. Yates ID #51
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D2-11 Phonics/Phonics Rules

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Must know vowels are a, e, i, o, u and sometimes y and w. All others are consonants	Lay out flash cards of the alphabet. Have student arrange them in order.	Flash Cards
	Say "Pick out which of the letters are vowels." If student fails, but a V on all the vowel cards and then have him separate the vowels from the consonants.	
	Tell student y is sometimes a vowel and sometimes a consonant. It's a consonant when it comes in the beginning of a word or syllable.	
Must find y or w in the word (its position, beginning, middle or end)	Show flash cards with words like yes, yet, yum, etc. Say, "y is a vowel when it's in the middle or the end of a word.	
Associates: beginning = consonant middle = vowel end = vowel	Show cards play, say, maybe, etc.	
	Show flash cards of both uses of y. Have student say vowel or consonant and give feedback yes or no.	
	Repeat for w.	

Accession Number 52250

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52250
TITLE: Hard/Soft Sounds of C and G
AUTHOR(S): J. Yates ID #51
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D2-02 Phonics/Blend (Initial)
D2-10 Phonic/Hard/Soft Sounds

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Create flash cards of the following:	Flash Cards
	s k j g ci ca gi ga ce co ge go cy cu gy gu	Flannel Board Felt Shortcut Board Game
	Attach felt to backs, so they stick to the flannel board.	
	Have student "memorize" the arrangement, to know which cards say /s/ and /k/.	
Demonstrates knowledge that 'c' followed by 'i' 'e', and 'y' says /s/.	Remove cards and have him arrange cards under the key cards s and k, until task is done correctly.	
Demonstrates knowledge that 'c' followed by the other vowels, or by a consonant says /k/.	Write words in the squares of the shortcut board game, containing hard and soft 'c'. Prompt student to give correct sound of 'c' before he lands on square.	
Demonstrates knowledge of: 'g' say /j/ followed by 'i', 'e', and 'y', and 'g' followed by the other vowels or consonants says /g/ (usually).	Repeat for 'g'.	

Accession Number 52251

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52251
TITLE: Short A Sounds
AUTHOR(S): B. Jewell ID #06
SOURCE: Western Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D2-19 Phonics/Vowel (Short)

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Elicits words with initial "a" sound.	Introduce the "ă" sound to the student and prompt student to elicit words that start with "ă".	Chalkboard Paper
	List words on the chalkboard.	
Names letter for "ă" sound	Prompt student to name the initial letter of each word.	
	Show student a "key word" picture apple to help him rember.	
Repeats word from "key word" picture.	Say word and prompt student to repeat the word.	
Writes "a" for words beginning with "a" sound Writes "X" for words that do not begin with "ă" sound.	Prompt student to write "a" on paper if the word begins with "ă" sound and an "X" if the word does not start with "ă" sound.	
	Repeat process for "ă" in medial position.	
	Make dittos to reinforce skill.	

Accession Number 52252

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52252
TITLE: Sounds of A, M, N, T
AUTHOR(S): B. Jewell ID #06
SOURCE: Western Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D2-13 Phonics/Sound Blending

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reviews letter sounds and cursive writing for a, m, n, t.	Review sounds and cursive letters for a, m, n, t.	
Blends letters to create small words am, an, at.	Prompt student to blend words am, an at, by saying individual sounds faster and faster until the word is pronounced.	
Writes words in cursive from dictation. Reads each word. Creates new words.	Dictate the three words to the student, and encourage the student to write them cursively, read them back to the teacher, and use the words in a sentence	
Builds new words.	Prompt student to build new words from each word by placing a consonant card in front of each.	
Writes new words.	Prompt student to write these new words.	

Accession Number 52253

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52253
TITLE: Activities for Cursive Handwriting
AUTHOR(S): B. Jewell ID #06
SOURCE: Western Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E2-02 Handwriting/Cursive Handwriting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes demonstration	Demonstrate the letter writing, counting the strokes involved.	Lined Paper
Describes letter	Ask student to describe the letter, e.g. it is 1/2 space, goes below base line, etc.	
	Write several examples of the letter, some correctly, some incorrectly.	
Evaluates and corrects letter examples.	Prompt the student to evaluate and correct examples.	
Traces model several times, counting strokes.	Prompt student to trace teacher's model several times, counting the strokes.	
Writes letter alone. Traces letter on tracing card saying the letter sound.	Prompt student to write letter alone, then trace letter on tracing card saying the letter sound each time.	
Writes letter on lined paper.	Encourage student to write letter on lined paper.	

Accession Number 52254

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52254
TITLE: Verbalizes the Word "Me"
AUTHOR(S): P. Escovar ID #70
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M1-06 Self-Knowledge/Self Identification

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes image in a mirror. Models teacher's actions. Responds to self-image by verbalizing "me".	Model the entire procedure first. That is, get the student's attention, look in a mirror at your own image, and say "Me". Keep a record of times the student responds.	Mirror

Accession Number 52255

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52255
TITLE: Decreases Use of Profanity
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	During the course of the session, encourage the student to act in the desired manner. Treat the student in the usual manner, with no special attention.	
	Each time the student uses profanity, the implementer should attempt to clarify why this is negative behavior.	
Refrains from the use of not more than three words of profanity.	If the student says less than three words of profanity, reward him.	
	The reward can be exchanged for some material goods.	
	After more than three words of profanity are uttered, negative speech receives nothing.	
1		

Accession Number 52256

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52256
TITLE: Visual Motor Activities
AUTHOR(S): A. Miller ID #33
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-12 Visual Tracking/Pursuit/Fixation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Visually tracks target.	Ten times daily encourage student to visually follow a moving target (e.g., thumbtack on pencil, eraser) at a distance from left to right and return.	Letter Forms Concentric Circles
Traces letter forms.	Encourage student to trace letter forms on tracing board daily.	Chalkboard Tracing Board
Draws concentric circles on chalkboard.	Encourage student to draw equal concentric circles on chalkboard.	

Accession Number 52257

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52257
TITLE: Reading with Fluency
AUTHOR(S): A. Royer ID #22
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D6-03 Oral Reading/Fluency
D6-05 Oral Reading/Rate

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reads passage and decodes vocabulary, punctuation, etc.	Encourage student to read a passage at natural rate of speed to decode any new vocabulary, note punctuation, etc.	
Rereads passage to rhythm of pencil tap.	Prompt student to reread passage as you tap a pencil. Prompt student to read words as the pencil taps. The teacher varies the speed of taps with the length of words and spoken rhythm of the sentence.	
	The student may at a later date read the passage again. Teacher may increase the rate of tapping.	

Accession Number 52258

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52258
TITLE: Multiplication Facts
AUTHOR(S): F. DePietro ID #23
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F4-03 Multiplication Facts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Recalls basic multiplication facts immediately when presented with oral and/or visual problem (e.g. 5 x 4 =)	Encourage student to play with multiplication cards in language master; give own answer and check it against recorded answer. Prompt him to set aside any problems answered incorrectly and play them until he recalls the correct answer immediately.	Kenworthey New Math Multiplication Cards Tape Recorder
Gives correct factor when presented with a single factor and a product (e.g. 4 x ☐ =24) Corrects any errors.	Encourage student to use Kenworthy new math multiplication cards with columns of problems in a "3 x ☐ = 21" format. Prompt student to read these with his answer into a tape recorder. Then rewind the tape recorder and turn the card over to reveal the columns and correct answers. Student plays back the tape and writes down any errors he made.	

Accession Number 52259

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52259
TITLE: Subtraction Game - Multiple Digits
AUTHOR(S): F. DePietro ID #23
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F3-02 Subtraction
F3-07 Subtraction, Three or more columns

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Each student receives 600,000 points to start, and writes this number on paper. The first player below 100,000 wins.	5 dice (or blocks with numbers 0-9 taped to slides)
Shakes dice and arranges dice to form a 5-digit number.	In turn, a player shakes the 5 dice. He may then arrange them in any order to form a 5-digit number. He subtracts this number from 600,000. The difference becomes his new score. With each turn he continues to shake dice, form 5-digit numbers and subtract the numbers from his score. Each player keeps his own score, but players may check each other's subtraction.	Paper
Subtracts that 5-digit number from 600,000. Checks other players' subtraction.		Pencils

Accession Number 52260

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52260
TITLE: Handwriting Following Dotted Lines
AUTHOR(S): P. Escovar ID #70
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	E2-06 Handwriting/Manuscript Handwriting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Writes first name legibly using dotted outline on ruled lines.	Create dotted outline of each letter in the student's first name (e.g., (Kenny) on paper with ruled lines 2" apart. Every day for three weeks prompt student to write his name using created outline.	Paper

NLRC/P

Accession Number 52261

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52261
TITLE: Spelling Bee
AUTHOR(S): R. Gross ID #19
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E3-05 Spelling Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Spells vocabulary words.	Create a spelling bee situation with three students, using the Dolch Sight Vocabulary Words. Two students compete while the third student is the "word caller" and scorekeeper.	Dolch Sight Vocabulary Words

Accession Number 52262

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52262
TITLE: Saying Sounds of Letters
AUTHOR(S): V. Robinson ID #20
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D2-14 Phonics/Sound/Symbol Relationship

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes symbol and picture of apple. Listens to sound of symbol. Elicits symbol sound.	Illustrate the letter "ă" and identify the symbol for the student. Indicate that apple begins with "ă", simultaneously displaying a picture of an apple and expressing the sound of the letter. Use this procedure for any and all letters if necessary.	

Accession Number 52263

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52263
TITLE: Sequencing Story Event
AUTHOR(S): M. Robinson ID #10
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: AI-13 Auditory Sequential Memory

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Listens to spelling words Repeats spelling sequence	Using Audio Flashcards, prompt student to spell words and repeat correct letter sequence.	Audio Flashcards
Listens to story. Retells story in sequence	Encourage student to listen to the tape recorded story, then retell the story in sequence immediately, next day, next week.	Tape recorded story
	Follow same procedure with Audio Flashcards - sentence sequencing.	Audio Flashcards --Sentence sequencing

Accession Number 52264

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52264
TITLE: Sequencing Numbers 1 to 100
AUTHOR(S): L. Green ID #53
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-09 Numberation/Number Sequence (before, after, between)

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	One block facet is taped and the blocks are numbered 1-100; each set of 10 is a specific color (e.g., 21-30 are red, 81-90 are yellow, etc.)	100 Blocks in Color Sets of 10
Demonstrates ability to arrange numbers from 1-100.	Arrange blocks randomly and prompt student to arrange the blocks into order 1-100.	
	Arrange blocks in a "100's board" order (square) with a certain number of blocks missing (physical gaps left to show the fact that the blocks are missing). Prompt student to replace missing blocks.	
Demonstrates ability to reverse number order from 100-1.	Encourage student to arrange in reverse order 100 to 1.	

Accession Number 52265

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52265
TITLE: Game for Addition Facts
AUTHOR(S): C. Standish ID #65
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Initiate "Press your luck" - a game consisting of 10 cards with numbers from 1-10 on one side and blank on the other side.	10 Cards with numbers from 1-10 on one side.
	Shuffle cards and place number sides down in a spread in front of player (student).	
Adds card numbers up to 25. Turns cards up one at a time.	Encourage student to turn cards up one at a time and add the numbers that turn up. If score is higher than 25, the student scores zero. If exactly 25 is scored, 15 bonus points are added. If less than 25 - give credit for whatever number counted. Play 5 rounds and add up score. Winner is the highest scorer.	

Accession Number 52266

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52266
TITLE: Concentration Game for Blends
AUTHOR(S): C. Standish ID #65
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D2-01 Phonics/Blend/Final
D2-02 Phonics/Blend/Initial

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Plays concentration game.	Create flash cards from the following list: she slip clock the shoe sleep clean them	Flash Cards
Plays concentration game.	Encourage student to play "concentration" with the flashcards (2 of each word). Object is to prompt student to turn over two matching cards. In which case the student keeps them. The winner is determined by the player with the most pairs at the end of the game.	
Reads words from flash cards.	Student must read card as he turns it over.	

Accession Number 52267

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52267
TITLE: Reactions to Hypothetical Siturations
AUTHOR(S): C. Standish ID #65
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: B1-05 Self/Feeling

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reacts to a hypothetical situation. Expresses feelings.	Give a student a hypothetical situation and aks how he would react, e.g., "How would you feel if you were given a choice between going to lunch at McDonald's with a friend or keeping your promise to sell candy for the cub scouts?" (student is a cub scout) Answer determines whether a student passes. Student is required to state one out of three distinct reactions to the situation, e.g., that is a hard decision, I would have to decide which is more important.	

Accession Number 52267

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52267
TITLE: Reactions to Hypothetical Siturations
AUTHOR(S): C. Standish ID #65
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: B1-05 Self/Feeling

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reacts to a hypothetical situation. Expresses feelings.	Give a student a hypothetical situation and aks how he would react, e.g., "How would you feel if you were given a choice between going to lunch at McDonald's with a friend or keeping your promise to sell candy for the cub scouts?" (student is a cub scout) Answer determines whether a student passes. Student is required to state one out of three distinct reactions to the situation, e.g., that is a hard decision, I would have to decide which is more important.	

Accession Number 52268

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52268
TITLE: Game for Initial Consonant Sounds
AUTHOR(S): C. Standish ID #65
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	
	D2-04 Phonics/Consonent/Initial
	D5-14 Vocabulary/Word Families, Patterns

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Create a flannel board game with short vowel sounds as follows.	Flannel Board
Forms several new words using a particular pattern ending.	Give the student a pattern ending such as "at", "it", etc., and prompt him to form as many new words as possible with additional flannel letters, such as: cat hot pat fat	Flannel Letters

Accession Number 52269

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52269
TITLE: Expressing Main Idea
AUTHOR(S): C. Standish ID #65
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D3-12 Reading Comprehension/Main Idea/Main Character

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reads appropriate book. Elicits main idea.	Prompt student to read a book and then express the main idea. Allow as many as three statements of the main idea. If student has difficulty with concept of main idea, then discuss and apply to some short stories and TV shows.. Finally encourage student to skim original book again and supply two or three acceptable main idea statements.	

Accession Number 52271

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52271
TITLE: Cursive Handwriting Activity
AUTHOR(S): B. Jewell ID #06
SOURCE: Western Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E2-02 Handwriting/Cursive

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes letter form.	Select letter or letters to be used. Demonstrate letter form at chalkboard.	Chalkboard
Describes letter. Evaluates several examples of the letter. Traces implementer's model.	Prompt student to describe letter, e.g. a whole space tall, etc. Write several examples of the letter, some correct and others incorrect. Prompt student to evaluate each. Encourage student to trace implementer's model and then make his own. Evaluate.	
Forms letter independently. Practices tracing letter on tracing card and lined paper.	Encourage student to trace letter on tracing card, then on lined paper. Prompt student to practice.	Tracing Card Lined Paper
	Review lesson by writing the letter in the air and prompting student to identify it on paper.	

Accession Number 52272

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52272
TITLE: Cursive Handwriting--Combining Letters
AUTHOR(S): B. Jewell ID #06
SOURCE: Western Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E2-02 Handwriting/Cursive

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes letter formation	Demonstrate letter connections at chalkboard, e.g., "o", "w" (letters with "tails" at the bottom)	Chalkboard
Combines letters successfully.	Encourage student to practice combining various letter combinations, e.g., "ol", "os", "wl", "wu", etc.	
Recreates manuscript words in cursive.	Show student a manuscript word and prompt him to write the word cursively.	

Accession Number 52273

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52273
TITLE: Hopping on Right Foot
AUTHOR(S): J. Hardie ID #40
SOURCE: Intermediate Unit #14
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-10 Gross Motor/Hop

CONSIDERATIONS FROM EDITOR(S):

Prerequisite Skills:
1. Stand on one foot - 20 seconds
2. Jump with both feet

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Hops on right foot using 4' stick, 2" masking tape on command. Hops on right foot, using 4' stick, one inch masking tape on command. Hops on right foot using yardstick and 1" masking tape on command. Hops on right foot using a ruler, ½" masking tape on command. Hops on right foot using a pencil, held tightly ¼" masking tape on command. Hops on right foot without support.	Tape two inches of masking tape to the student's right foot. Explain to student this is to show which foot to hop on and that this is the "right" foot. Tape is gradually made smaller with successive presentations of task until it is not necessary. Prompt student to hold a 4' long sturdy stick with both hands at first, while teacher holds opposite end (about 8" away for balance). Stick is gradually replaced by shorter sticks (yardstick, ruler, pencil) until no longer needed. Give command, "Hop three times on your right foot." Reward student with physical affection; a warm rub on the back. If there is no response or an incorrect response within five seconds, physcially guide student to hop on right foot. Say, "You are hopping on your right foot." Wait five seconds and present task again - five trials.	**Masking Tape** **4' Long Sturdy Stick**

Accession Number 52274

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52274
TITLE: Counting From 1 to 5
AUTHOR(S): Riggs, ID #30
SOURCE: Intermediate Unit #14
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-03 Numeration/Counting/Cardinal

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Repeats numbers from 1 to 5. Counts numbers from 1 to 5 with assistance. Counts numbers from 1 to 5. Counts from 4 to 5. Counts from 3 to 5. Counts from 2 to 5. Counts from 1 to 5.	Sit with student and prompt him to count to five by repeating what is said to him. Teacher says 1, Student says 1, " " 2 " " 2 " " 3 " " 3 " " 4 " " 4 " " 5 " " 5 In unison count to five and reward with verbal praise. Repeat if student is unsuccessful. Prompt student to count to five without assistance. Repeat process for numbers 4, 5. Repeat process for numbers 3, 4, 5. Repeat process for numbers 2, 3, 4, 5. Repeat process for numbers 1, 2, 3, 4, 5	

Accession Number 52275

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52275
TITLE: Distinguishing Right From Left
AUTHOR(S): J. Briggs ID #20
SOURCE: Intermediate Unit #14
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: D1-11 Readiness/Laterality

CONSIDERATIONS FROM EDITOR(S):
Prerequisite skills: student can raise hand and can follow at least 1 step direction

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Raises right hand with assistance.	Prompt student to raise right hand by touching student's right hand while saying, "This is your right hand." "Raise your right hand."	
Raises left hand with assistance.	Prompt student likewise with his left hand.	
Raises right or left hand on command.	Gradually fade out touch stimuli and prompt student with verbal command only.	

Accession Number 52276

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52276
TITLE: Spelling Words Through Training
AUTHOR(S): M. Robinson ID #10
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	
	A2-11 Visual Sequential Memory
	A2-08 Visual Imagery

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present student with a pattern from his spelling list to trace.	Flash Cards
Traces spelling words.	Prompt student to trace spelling words on flash cards.	
Reproduces pattern from memory.	Encourage student to reproduce spelling words from visual memory.	

Accession Number 52277

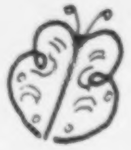
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52277
TITLE: Cursive Animals
AUTHOR(S): Mary J. Doyle
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	L1-05	Art/Self Expression
	D1-01	Reading Readiness/Alphabet
	E2-02	Handwriting/Cursive

CONSIDERATIONS FROM EDITOR(S):
Students should be able to copy cursive letters.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Makes a large cursive letter.	Use letters of alphabet and have student make a large cursive letter on a piece of paper.	Paper Magic marker Crayons
Draws animal around letter form. Colors and decorates letter animal.	Using the letter as a base, students then add figures to form an animal pattern with that letter. Then decorate. Put posters up around room demonstrating the cursive alphabet. Example:  B Butterfly	

Accession Number 52278

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52278
TITLE: Story Writing
AUTHOR(S): Mary J. Doyle
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E1-06 Creative Writing Activities
E1-22 Grammar Sentence Structure

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Orally discusses pictures and tells a story for them with assistance.	1. Group interaction--what does this picture show us? Student makes up a storying using a picture as a focal point for his storytelling.	Pencil Paper Picture
Creates story for pictures independently.	2. Eventually gives pictures to student and asks him to create a story without aid of teacher or other students.	
	3. Once completed, the various stories can be discussed in a group. (variation--picture sequence of story)	

Accession Number 52279

NLRC/P SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52279
TITLE: Alphabetical Order
AUTHOR(S): J. Shoop ID #32
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E5-01 Study Skills/Alphabetize

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Prepare groups of words for the student to arrange in alphabetical order to form a sentence.	Groups of words prepared by teacher (on ditto or on oak tag) one group of words on each piece of oak tag.
Arranges a group of words in alphabetical order to form a sentence with assistance.	2. Explain such directions to student and do a sentence as an example.	
Arranges groups of words alphabetically to form sentence independently.	3. Prompt student to create a sentence independently.	Pencil Paper
	4. Check work.	
	5. Repeat making other sentences.	

Accession Number 52280

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52280
TITLE: Subtracting 5 From a Number Between 10 and 19
AUTHOR(S): C. Grim
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F3-03 Subtraction Facts

CONSIDERATIONS FROM EDITOR(S): For the student who can add but for whom subtracting is difficult, this provides confidence. Caution should be taken that student does not generalize to subtracting other numbers.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Display various subtraction problems using 5 . Example: $\begin{array}{rrrrrrr} 13 & 14 & 15 & 16 & 17 & 18 & 19 \\ \underline{-5} & \underline{-5} & \underline{-5} & \underline{-5} & \underline{-5} & \underline{-5} & \underline{-5} \end{array}$	Pencil Paper Numberline Counters
Subtracts by 5 with assistance.	Prompt students to find the answers using any method they wish (counters, numberline, etc.)	
Adds the ones column only in the same problems	Ask students to take only those numbers in ones column and add. Example: $\begin{array}{rcr} 17 & \qquad & 7 \\ \underline{-5} & & \underline{+5} \end{array}$	
Notes that when subtracting with 5 the answer is the same as when adding the ones column of the problem.	Continue adding this way for each problem displayed from 11 to 19. Guide students to notice the similarity.	
	Also show the students the same procedure with other numbers . Example: $\begin{array}{rrr} 13 & 13 & 13 \\ \underline{-6} & \underline{-7} & \underline{-8} \end{array}$ etc.	

NLRC/P

Accession Number 52280

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes that the same is not true with other numbers.	Pointing out that the same rule does not follow that 5's are unique in this way.	

Accession Number 52281

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52281
TITLE: Teaching a Sight Word Through the Use of WAKT Technique
AUTHOR(S): J. Shoop ID #32
SOURCE: Suburban
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D5-13 Vocabulary/Sight Words

CONSIDERATIONS FROM EDITOR(S):
Sight words may come from language experience story or reading materials.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Write the word to be learned on a strip of paper.	Magic marker
	Instruct the student to do any say as you do and say.	8 x 4 strip of paper File box
Traces word with index finger saying the word before and afterward	Pronounce the word, then trace the word with your index and repeat when tracing is complete.	
	Prompt to do the same when ready.	
Writes word three times correctly.	Prompt student to write the word three times on the reverse of the paper strip, and once is a story.	

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Accession Number 52282

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52282
TITLE: Catagorizing In Four Basic Groups
AUTHOR(S): L. Motter
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-02 Reading Readiness/Classify, Catagorize
J8-25 Safety/Health

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Discusses food groups.	Review the four basic food groups. Give each student 3" x 5" card, magazines and glue.	
Cuts pictures of food from magazines and glues each to a 3 x 5 card.	Prompt student to cut a picture of food from the magazine and glue each to a 3 x 5 card. Draw on the board or create a bulletin board similar to the following: Dairy Fruit & Vegetables Meat Bread	
Demonstrates knowledge of food goods and ability to categorize by placing card under proper group title.	Request that students tape their "food cards" in the proper food group column.	

Accession Number 52283

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52883
TITLE: Totaling Coin Flash Cards
AUTHOR(S): J. Shoop
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-07 Money Concepts

CONSIDERATIONS FROM EDITOR(S):
To be used after the concept of money and addition of money has been learned.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Create coin flash cards with groups of coins on each card.	6" x 2½" strips of oat tag
Demonstrates knowledge of coin value and totals each group of coins.	Hold up each card separately and ask the student to give the value of each coin and then add the group of coins and write the total on paper.	Magic marker Adhesive backed coin prints.
Writes total on paper.		
Give total of coin group aloud.	Then say the total aloud.	Paper Pencil

Accession Number 52284

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52284
TITLE: Copying Sample Sentence
AUTHOR(S): R. Bullington
SOURCE:
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E2-02 Handwriting/Cursive
D1-04 Reading Readiness/Copy, Trace

CONSIDERATIONS FROM EDITOR(S):
This method was used in an attempt to loosen up for writing lessons.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Elicits sentence orally.	Ask student to orally elicit a sentence. Write sentence twice on a paper or the chalkboard, etc. Example: *The dog ran.* *The dog ran.*	Ruled paper Pen
Points out similarities and differences between the cursive letters and manuscript letters.	Show student the sentences and discuss the letters in each word as to their similarity (if any) to manuscript letters.	
Traces sentence with finger with aid of sample.	Ask the student to trace the lower sentence with his finger a few times, using the upper sentence as a model and reference.	
Traces sentence with a pen or pencil, or both.	Then ask student to trace lower sentence with a pen; a pencil.	
Writes sentence without aid of sample.	Finally, have student write the sentence independent of sample.	

Accession Number 52285

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52285
TITLE: Relating Story Sequence by Drawing Pictures
AUTHOR(S): M. J. Doyle
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D3-14 Comprehension/Sequence of Events

CONSIDERATIONS FROM EDITOR(S):
Student must be able to recognize and construct complete sentences.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Select book and reads story independently.	After student has selected a book and has read it, instruct him to set up a sequence of events from beginning to end to tell the story.	Long rolls of paper (eg. adding machine paper)
Draws pictures to illustrate story sequence.	Explain to student that he should use a log roll of paper and illustrate each event of the story in sequence using 1 | 2 | 3 | 4 | 5 framed sections of the paper for each illustration.	
Relates story to teacher explaining illustrations.	When the student has completed his sequential story pictures ask him to relate the story in his own and write the words he uses under each corresponding picture.	
Refines each picture and sentence with help.	Work together with the student to refine the sentences and the pictures.	
Reads final story.	Finally ask the student to read the story he has illustrated and written.	
	Display student's story.	

Accession Number 52286

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52286
TITLE: The Movement of the Earth Around the Sun
AUTHOR(S): L. Motter
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: H1-00 Earth Science

ONSIDERATIONS FROM EDITOR(S):

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
	Choose two students to perform as the earth and the sun. Give each their signs to wear. Other (remainder of students) should place themselves to form an elliptical orbit around the sun student.	Oak tag signs: Sun Earth
Demonstrates understanding of the revolution and rotation of the earth.	As the orbit students and sun student remain stationary, the earth student moves around the sun following the orbit pattern. Remind student to revolve and rotate simultaneously.	

Accession Number 52287

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52287
TITLE: Thumb Unit of Measurement
AUTHOR(S): Mary Jane Doyle
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-05 Measurement Concepts

CONSIDERATIONS FROM EDITOR(S):
Student should have been given a brief history of measurement and asked to measure using the width of thumb as unit.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Estimates book size in thumb lengths and writes it down.	Ask student to estimate the length of a book in thumb lengths, writing answer on paper.	Pencil Paper
Measures book in thumb lengths and compares with estimation.	Then ask student to actually measure book with thumb and compare with estimation.	Book Desk
Estimates and measures several items in thumb lengths.	Continue with several other items.	Ruler
	Chart all measurements.	
Concludes why thumb length measurement is not universal.	Question student to conclude that the thumb unit of measurement is not universal because each person has a different sized thumb.	

Accession Number 52288

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52288
TITLE: Tracing Words in Sand
AUTHOR(S): K. McHenry
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-04 Reading Readiness/Copy, Trace
D5-13 Vocabulary/Sight Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Print students new vocabulary words in sand.	Pan or box lid containing salt, sugar or sand
Traces word printed in sand.	Ask student to trace word with one finger.	
Writes words in sand.	Ask student to then write the word in the sand without the sample to trace.	
Traces word on chalkboard. Writes word on chalkboard.	Print word on chalkboard in smaller size and ask student to trace; then write independently.	

Accession Number 52289

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52289
TITLE: Naming Objects
AUTHOR(S): Cheryl Gregory
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-10 Reading Readiness/Label, Name
D5-13 Vocabulary/Sight Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present student with a set of three objects.	Objects from outside the classroom: eg. matches, clothespins toothbrush
Discriminates between objects and selects the object named	Name an object and request that student select the named object from the set of three and pick it up.	

Accession Number 52290

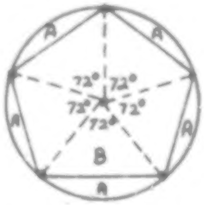
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52290
TITLE: Using Compass and Protractors to Create Geometric Shape
AUTHOR(S): Paul Kram
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F7-03 Geometric Shapes/Construction
L1-05 Art/Self Expression

CONSIDERATIONS FROM EDITOR(S):
Construction paper should be placed on a piece of cardboard so point of compass does not mar desk top.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Draws 12 2" circles on construction paper	Instruct student to draw 12-2 inch circles on construction paper.	Construction paper Compass Protractor Scissors Glue
Marks circles in 72° angle parts.	Explain that you want to divide the circles into 5 equal parts. Since there are 360° by 5 and find the answer to be 72°. With the use of a protractor mark off 5 consecutive angles of 72° each around the center point of each circle.	
Lightly draws lines from center point to perimeter.	Lightly draw lines from the center point to the perimeter of the circle, passing through the 72° marks.	
Heavily draws lines connecting the adjacent mark on perimeter.	Draw a fairly heavy line connecting the adjacent marks on the perimeter of the circle. The heavy line makes a fold easier	
Cuts out circles and folds on heavy lines.	Ask students to cut out the circles, then fold on the heavy lines. The circles now become 5 sided geometric shapes  A A A A A B 72° 72° 72° 72° 72°	
Glues flaps to 2nd circle, the 3rd, 4th, and 5th.	Instruct students to glue to flap (A) and join 2 geometric shapes together.	

NLRC/P

Accession Number 52290

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Designate one shape to be the center form (B). Continue this until 5 geometric shapes have been attached to (B). Repeat process with the remaining 6 forms. Then you will have a 6 sided figure. Now instruct students to glue the hemispheres together, one flap (A) at a time. Result will be a 12 sided geometric shape. The size of the geometric shapes may be varied by increasing or decreasing the size of the circles. The shape can be used to make mobiles, tree ornaments, etc. Decorate or leave plain.	

Accession Number 52291

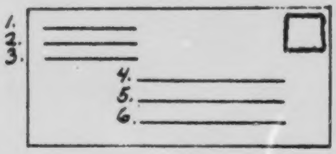
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52291
TITLE: Addressing Envelopes
AUTHOR(S): M. J. Doyle
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E1-28 Composition/Letter Writing

CONSIDERATIONS FROM EDITOR(S): Student must be able to write in cursive and know his address, i.e. city, state and zip code.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present student with letters received by mail. Use as examples. Initially draw lines on envelope for student and number. Example: 	Paper cut to present a large envelope
Addresses envelope with aid of numbered lines.	Instruct student to write name on line #1, and address on line #2, and city, state and zip code on line three. Then line #4 holds the name of the person he is sending the letter to; their address on line #5; their city, state and zip code on line #6.	
Addresses envelope without numbers, then without lines.	Gradually fade numbers, then lines. Finally request that student write on an envelope without any prompts.	

Accession Number 52292

NLRC/P SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52292
TITLE: Working with a Word List
AUTHOR(S): B. Young
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E3-05 Spelling Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present student with a list of words on paper.	
Writes a sentence for spelling words.	Prompt student to use words in a sentence.	
With another student, takes turns quizzing words.	Allow student to quiz another student on the words.	
Scrambles words on chalkboard. Unscrambles words.	Allow student to take turns with another scrambling the words on the board, requiring that the other student unscramble them.	

Accession Number 52293

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52293
TITLE: Design Tracing
AUTHOR(S): H. Scott
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	12-04	Fine Motor/Manual Dexterity
	D1-04	Reading Readiness/Copy, Trace
	D1-03	Reading Readiness/Color Concepts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place one card with a design on clipboard.	Design cards Clipboard Tracing board Colored pencils
	Cover design with tracing paper.	
	Fasten paper and card to board with clip.	
	Present clipboard to student.	
	Present a set of colored pencils to student.	
Chosses pencil that is the same color as design.	Instruct him to trace designs, selecting the colored pencils that corresponds to the design colors.	
Traces design.		
	When student has completed the tack, prompt him to unclip the tracing and the card. Compare.	

Accession Number 52293

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52293
TITLE: Design Tracing
AUTHOR(S): H. Scott
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-04 Fine Motor/Manual Dexterity
D1-04 Reading Readiness/Copy, Trace
D1-03 Reading Readiness/Color Concepts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place one card with a design on clipboard.	Design cards
	Cover design with tracing paper.	Clipboard
	Fasten paper and card to board with clip.	Tracing board
	Present clipboard to student.	Colored pencils
	Present a set of colored pencils to student.	
Chosses pencil that is the same color as design.	Instruct him to trace designs, selecting the colored pencils that corresponds to the design colors.	
Traces design.		
	When student has completed the tack, prompt him to unclip the tracing and the card. Compare.	

Accession Number 52294

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52294
TITLE: Rhythmic Sequencing
AUTHOR(S): L. Kantor
SOURCE: Middle Urban
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
L2-04 Music/Rhythm
A1-13 Auditory Sequential Memory

CONSIDERATIONS FROM EDITOR(S): Blindfold may be optional.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Blindfold student and sit with back to teacher.	Drum Blindfold
	On a drum, produce a simple rhythmic pattern, i.e. 2 or 3 taps, combining fast and slow or loud and soft sounds.	
Blindfolded reproduces sound pattern from drum.	Prompt to reproduce the pattern.	
	Increase number of taps in pattern. Request the student to reproduce the pattern again.	
	Continue increasing difficulty of combinations used in pattern.	

Accession Number 52295

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52295
TITLE: Tracking a Sound Blindfolded
AUTHOR(S): L. Kantor
SOURCE: Middle Urban
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A1-09 Auditory Localization

CONSIDERATIONS FROM EDITOR(S): Should be used in a quiet environment.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Blindfold student and place him in the center of the room.	Blindfold
	Move around the room clapping hands or blowing a whistle.	Whistle
Demonstrates the ability to locate sound origin.	Prompt the student to point in the direction the sound is coming from.	

Accession Number 52296

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52296
TITLE: Judging Distance and Locating Sound
AUTHOR(S): L. Kanter
SOURCE: Middle Urban
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	A1-09 Auditory Localization F7-05 Measurement Concepts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Blindfold student and position him in the center of the room.	Blindfold Whistle
Guesses who whistled and gives answer orally.	Place four students three feet away, one to the left, one to the right, one in front, and one in back of center student.	
	Have one student blow a whistle (clapping can be a substitute) 3 times.	
	Place four students six feet away in same arrangement as above.	
Demonstrates ability to locate sound origin.	Have a student blow a whistle three times.	
	Continue alternating students positions and distances.	

Accession Number 52297

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52297
TITLE: Direction Walk
AUTHOR(S): M. J. Doyle
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-11 Visual Sequential Memory
H1-00 Earth Science
A6-03 Comprehension/Non-Reading
G2-00 Geography

CONSIDERATIONS FROM EDITOR(S): For student aged 6 to 10. Can be useful for teaching the skill of following directions.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Illustrate compass directions on the chalkboard. Example: N W + E S	Blindfold
	Ask students in what direction various known places in the room are located.	
Blindfolded, follows directions.	Then blindfold student and have other students give oral directions to the blindfolded student to follow in reference to what he has seen and discussed.	

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Accession Number 52298

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52298
TITLE: Health Chart
AUTHOR(S): M. J. Doyle
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J8-25 Safety/Health

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Creates health chart.	Together with students (older ones may be able to work independently) make a chart including similar to the following example:	
Reviews chart items with teacher daily.	Daily review chart items with student.	

	M	T	W	Th.	Fri.
clean face					
clean neck					
clean ears					
clean hair					
combed hair					
clean hands					
clean desk					
neat papers					

Accession Number 52299

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52299
TITLE: Plotting a Trip on a Map
AUTHOR(S): M. J. Doyle
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	A6-03	Comprehension/Non-Reading
	G2-00	Geography
	H1-00	Earth Science

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Gives oral directions for completeing a trip on map or chalks path to take trip.	Using a map either on the chalkboard or a overhead projection of one, ask a student to give directions to another student to follow. Specific directions and road mark signs must be used. Give student a beginning point for a trip and a finishing point. Then prompt second student to mark the path he is to take for his trip with chalk.	Map Transparency or wall map

Accession Number 52300

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52300
TITLE: Turning Towards Light Source
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) · P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF LEARNING OBJECTIVES: A2-12 Visual Tracking/Pursuit/Fixation
A2-07 Visual Figure Ground

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Moves in direction of light.	Present light and turn student's head toward it with your hand.	Flashlight
	Reinforce student's movements in the direction of the flashlight.	
Maintain behavior without reinforcement.	Gradually fade out reinforcement to establish maintenance of the behavior.	
	Slowly turn student's head to follow the light on the student's eyes.	
	Reinforce student's movements which approximate following the flashlight.	
Turns toward light source with assistance.	Present light and turn student's head toward it with your hand.	
	Reinforce student's movements which are in the direction of the light.	

Accession Number 52301

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52301
TITLE: Moving to Follow a Light or Object
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-12 Visual Tracking/Pursuit/Fixation
A2-07 Visual Figure Ground

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Slowly turn student's head to follow the light keeping the light on the student's eyes.	
	Reinforce student's movements which approximate following the flashlight.	Flashlight
Turns head towards red ring with assistance.	Present red plastic ring and turn student's head toward it with her hand.	Red Plastic Ring
	Reinforce student's movements which are in the direction of the ring.	

Accession Number 52302

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52302
TITLE: Turning Head Towards Sound Source
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) · P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A1-09 Auditory Localization
A1-07 Auditory Figure Ground

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Turns head in direction of sound.	Ring a hand-held bell in a quiet room 12" from the student's head. If the student doesn't turn his head, do this and provide immediate reinforcement.	Hand-Held Bell
Turns head (and holds position) towards sound source with assistance.	Reinforce successive approximations to the targer behavior of head turning in the direction of the sound. When the bell is rung and the student turns his head toward it, hold the student's head in the correct position.	
Turns head towards sound independently.	Reinforce successive approximations to the behavior. Bell is rung about 12" from student's head, his head will be turned in appropriate direction and immediate reinforcement should be provided.	
	Reinforce successive degrees of head turning by the student until the target behavior is obtained.	
	Ring the bell, after which the student's head is turned and held in appropriate direction for a specific amount of time.	
	Reinforce turning and keeping head turned for specific amounts of time.	

Accession Number 52303

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52303
TITLE: Turns Head When Name Is Called
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	
	A1-09 Auditory Localization
	M1-05 Self-Knowledge/Responds to Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Turns head with assistance when name is called.	Say the student's name, turn the student's head in the approximate direction and immediately administer reinforcement.	
Turns head independently when name is called.	Say the student's name and reward successive degrees of head turning in the appropriate direction.	

NLRC/P

Accession Number 52305

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52305
TITLE: Turns Towards Direction of Sound
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A1-09 Auditory Localization
A1-07 Auditory Figure Ground

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Turns head in direction of object with assistance	Turn student's head in the direction of the desired object while it is being tapped. Reinforce student's attention to the object being tapped.	Objects

NLRC/P

Accession Number 52306

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52306
TITLE: Turns Towards Direction of Sound
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-07 Visual Figure Ground
A2-02 Visual Attention Span

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Turns head toward block with assistance.	Present a play block. While pointing to it, turn the student's head in the approximate direction while saying, "look at the block." The student is immediately rewarded Reinforce successive approximations to the correct movements.	Play Block
Turns head toward block and ball with assistance.	Present a block and a ball 6" apart. While pointing to the block, turn the student's head saying "look at the block." Student is rewarded immediately.	Ball
Turns head in direction of block and holds with assistance.	Present a block while saying "look at the block," turn the student's head in the appropriate direction and hold it there. Reinforce the student for increased time spent looking at the block.	

NLRC/P

Accession Number 52307

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52307
TITLE: Turns Head on Command
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	A1-07 Auditory Figure Ground A1-09 Auditory Localization A1-02 Visual Attention Span A2-07 Visual Figure Ground

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Turns head toward teacher on command of "look at me" when alone.	In a room with no other people, while turning the student's head in the appropriate direction and holding it, say "look at me," and reward the student immediately.	
Increases time looking at teacher when commanded to do so.	Reward increased time spend by the student looking at the teacher's face.	
Turns head toward teacher on command of "look at me." when others are present.	In a room with several other people while turning the head of the student in the appropriate direction and holding it there, say "Look at me," and reward the student immediately.	

Accession Number 52308

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52308
TITLE: Refrains from Placing Fingers in Mouth
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-12 Self-knowledge/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Keeps fingers out of mouth.	Reinforce student with fool for keeping fingers out of mouth.	Food
Passive cooperation in keeping fingers out of mouth.	Grasp fingers when put into mouth and say "no no" and remove them. (only teething ring is allowed in mouth.)	
	Remove fingers from student's mouth and hold for a time while holding student's lips closed.	

Accession Number 52309

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52309
TITLE: Removes Object/Toy from Mouth on Command
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J8-11 Safety/Foreign Objects
M2-12 Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Give student toys too large to place in mouth. Decrease size of toys gradually.	Toys too large to place in mouth
Observes manner of playing with toys.	Model what to do with toys if student puts toy in mouth.	Smaller toys
Removes toy from mouth when name is called.	Call out student's name if toy is put to mouth. If persistant, take away toy.	

Accession Number 52310

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52310
TITLE: Imitating Chewing Actions
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S)

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-02 Feeding/Eating/Chewing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes eating behavio	Model cookie eating behavior. Let student see teeth in action.	Cookie
Imitates chewing action of teacher with help if needed.	Have student imitate chewing behavior (help student with jaw action if necessary).	Chewable foods
Chews a variety of foods having good chewing reinforced.	Give more chewable foods to student. Reinforce good chewing.	

Accession Number 52311

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52311
TITLE: Labeling Unsafe Objects
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State University
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J8-02 Safety/Awareness of Danger

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Assist in making red tags to attach to unsafe bottles.	Let student assist in making red tags to attach to unsafe bottles or containers.	Red tags Unsafe bottles Safe objects Table Basket
Observes but does not touch red tag bottles.	Display bottles or containers with red tags. Point to them. Say "no." Students will observe but not touch.	
Chooses safe bottles from a group of objects and places them in a basket.	Put red tag objects with safe objects on a table and ask student "what ones do we play with?" Reinforce correct choices. Stress red tag containers. Use other safe objects of same size. Ask student to put in basket what he can have.	
Responds to "no" when touching unsafe object.	Yell "no" when student touches unsafe objects. Have other students join in. Touch and students will yell.	
Collects safe objects independently.	Put safe and unsafe objects around the room and ask students to collect safe objects. Students then keep safe objects collected for themselves.	

NLRC/P

Accession Number 52312

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52312
TITLE: Responding When Name Is Called
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M1-05 Self Knowledge/Respond to name
E4-08 Receptive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to teacher when says name.	Touch, coddle, or put arm around student when saying his name.	
Looks at teacher.	Hold student's favorite toy or other reinforcement in fornt of face when speaking student's name. Give student toy when he looks at teacher.	Favorite toy
Cooperates actively when teacher calls name.	Move to different areas around the student to get student to localize voice. Reinforce student when he looks at you.	
Moves toward teacher with assistance on command.	Place student in front of you and say "come here (name)." Then pull student toward teacher.	
Moves toward teacher independently.	Play "peek-a-boo" with student, saying "come here name" and cover your face with a cloth. When student comes - uncover face.	Cloth
	Position the student at a distance and then call him to "come here name." When student comes to you, take his hand and walk with him to his reinforcement.	

Accession Number 52313

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52313
TITLE: Walks Hand & Hand with Another
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
J8-22 Safety/Walking
M2-06 Relationship to Adults

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks beside teacher holding hands.	Grasp student's hand while walking beside him and lead him to his favorite activity.	
	Walk on sidewalk and hold student's hand. Student may pull something behind him with other hand i.e. pull toy, wagon.	Sidewalk Pull toy, wagon
	Walk on a short length of sidewalk with student holding his hand, toward a large toy at end of sidewalk span. If student gets off sidewalk or pulls hand away - stop.	Large toy

Accession Number 52314

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52314
TITLE: Participating In Stop - Go
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J8-22 Safety/Walking
E4-08 Receptive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Walk with student and hold his hand. Say "go". Start walking, say "stop". Bring student to a stop.	
Responds to stop, go cues.	Show movies of people, animals, or objects stopping and going say "go" when they are walking, say "stop" when they stop - have student join in.	Movies
	Play a "stop-go game". Yell "go"-- students begin to walk. Yell "stop". Students who follow instructions get to help call out "stop and go". Others continue to play.	

Accession Number 52315

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52315
TITLE: Remaining Within Marked Boundary
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J8-02 Safety/Awareness of Danger
J8-22 Safety/Walking
J8-06 Crossing Street

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stays within clearly marked boundary	Set up visual boundary lines when playing in areas near roads. If student goes over boundary, draw his attention to boundary line and pull him inside of it.	Visual boundary lines
	Discuss where to play "here, not there" (pointing to road--when student gets near road, say "come here, name.")	
Clarifies proper play areas.	Take students to roadside and ask them to respond to "where do we play?"	

Accession Number 52316

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52316
TITLE: Behaving Properly when Car is in Motion
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J8-05 Safety/Car
J8-15 Safety/Seat Belts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Plays with toys when seat belt fastened.	Place light weight, bright colored objects on rings around seat belt for student to play with when belt is fastened. Use another person as a model who also has fastened belt in the car.	Light weight bright colored objects on rings Seatbelt Car
Keep hands down while car is in motion.	Connect car riding with means to pleasurable activity. Reinforce student after car stops for hands down behavior.	

Accession Number 52317

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52317
TITLE: Behaving Properly When Car Is In Motion
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State University
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Keep hands down when car is in motion.	Reinforce student for sitting still and keeping hands down.	Car
Keeps hands and toys inside when window is open.	Increase the openess of windows in car by student gradually. If student keeps hands and objects inside, roll down further. If not, roll up completely.	
Imitates hands on lap when in car.	Ask a student to imitate another back seat passenger - hands on lap behavior (play game "Do As I Do" model student imitates.)	

Accession Number 52318

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52318
TITLE: Refrains from Reaching for Door Handles
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State University
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J8-05 Safety/Car

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to "no"	Use "no" and negative gestures when student reaches toward door handles, power windows, ignition device, steering wheel, shifting mechanism, brake or gas pedal in the car.	Car Car seat Seat belt
Sit in designated seat in car.	Use a special car seat in middle of back seat for student who manipulates these devices. Check to see if student sits in designated seat before seat belt is fastened. Reinforce student when he sits in designated seat. If the student is in wrong seat, remove student saying "no".	

NLRC/P

Accession Number 52319

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52319
TITLE: Sitting in Proper Seat on Command
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J8-05 Safety/Car

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Enters car and sits.	Help student maintain balance when entering car. Reinforce for sitting immediately.	Car Car seat
Observes photo of self in car seat.	Put photo of student on his car seat and say "that's name's seat."	Photo of student
Plays with toy when in car seat.	Put small lightweight toy on student's seat for him when he sits in sepcified seat.	Small lightweight toy

Accession Number 52320

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52320
TITLE: Fastens Seat Belt
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
J8-05 Safety/Car
J8-15 Safety/Seat Belt

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Pushes lock button down	Reinforce student for finger on lock. Help him push it down. Model by pushing other locks down when doors are shut on car.	Car Seat belt
Picks up seat belt when seated.	Reinforce student for picking up seat belt after seated. Hold belt in his hands, help fasten.	
Fastens seat belt.	Reinforce for seat belt fastened behavior successively until student fastens it himself.	

Accession Number 52321

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52321
TITLE: Hot Water/Object Awareness
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J8-02 Safety/Awareness of Danger D5-10 Protective Vocabulary E4-08 Receptive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Say "hot" several times when studnet accidentally touches a hot object; check for injury. Do not reinforce touching behavior by embracing, holding, etc.	Hot object
Dips fingers into bowl of hot water.	Let student dip his fingers into bowl of hot tap water, (not scalding, but too hot to keep fingers in).	Bowl of hot tap water
Withdraws fingers	Say "hot" when student reaches for hot object. If student persists, draw hand away and say "hot" again.	
Does not reach for hot objects.		

Accession Number 52322

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52322
TITLE: Demonstrating Awareness of Hot Objects
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J8-02 Safety/Awareness of Danger

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Turns away from stove on verbal clue.	Point to hot objects on stove and say "hot"; turn student away from stove physically.	Hot objects Stove
	Use "no no" or negative gestures when stove or objects on stove are not hot. Turn student away physically. (Do not say "hot" when it's not hot. Student may test for himself and come to own conclusion that stove is not hot.)	
Sit on chair near stove without leaving it.	Have a chair at counter or table for student to sit in, if in kitchen, student must remain at chair. If student gets off and comes near stove, move him to another room.	Chair Counter or table

Accession Number 52323

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52323
TITLE: Becoming Aware of Concept "Hot"
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) · P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J8-02 Safety/Awareness of Danger

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes lighting of gas stove.	Demonstrate lighting of burner on gas stove. Strike match, say "hot" light burner and turn on high. Point to flame, say "hot."	Gas stove
Observes outdoor wood fire.	Demonstrate outdoor wood fire, keeping student back, point to fire saying "hot". Prompt students to crumple newspaper and take it to fire place under direction. Direct students where to stand. Let them witness fire. Say "hot" and point to fire. Reinforce those who stay back.	Outdoor wood fire Newspaper Fire place

Accession Number 52324

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52324
TITLE: Responding to Fire Alarm
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S):

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J8-02 Safety/Awareness of Danger
J8-10 Safety/Fire Drill

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Follows lead to door at sound of fire.	Lead student to door at sound of loud fire alarm. Reinforce willingness on student's part.	Loud fire alarm
Independently goes to door when alarm is sounded.	Stand by door at sound of alarm, motion with hands for students to come. Reinforce correct responses.	
	Reinforce students who go immediately to door when alarm goes off. Use social praise. Do not go to door until studnets arrive to see if they respond to alarm alone.	

Accession Number 52325

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52325
TITLE: Pulling Down Pants
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-09 Dressing/Undressing/Pants

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Remove student's pants to hips and while giving the command "pants up," pull the pants to the student's waist.	Pants
Pulls up pants from hips with assistance.	Remove student's pants to hips and while commanding "pants up" take student's hands and grasps side of pants and pull up to waist.	
Independently pulls pants up from hips.	Let student try to pull pants up independently.	
	Remove student's pants to knees and while giving the command "pants up" pull pants up from knees to waist.	
Pulls up pants from knees to waist with assistance.	Remove student's pants to knees and while giving the command "pants up" take student's hands, place on both sides of pants and together they pull pants up.	
Repeats step independently.	Encourage "pants up" process so student completes this step independently.	
	Remove pants to ankles and while giving the command "pants up" pull the pants up from the ankles to waist.	
Pulls up pants from ankles to waist with assistance.	Remove pants to ankles and, while giving the command "pants up" grasp student's hands on both sides of pants and pulls pants up.	

NLRC/P

Accession Number 52325

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Practices pulling up pants from ankles.	Have student practice so student can sit or bend over and pull pants up from ankles to waist.	
Cooperates while teacher pull pants up from feet to waist.	Place student's left foot into left leg hole, right foot into right leg hole and gives command "pants up". Pull pants from feet to waist.	
Pulls up pants from feet to waist with assistance.	Place student's left foot into left leg hole, right foot into right leg hole and gives the command, "pants up". Take student's hands, place them on pants and pulls pants up to waist. Let student practice alone.	
Pulls up pants from feet to waist independently.	Place left foot in left leg hole and gives command "pants up". The teacher and student put right foot in right leg hole then student pulls pants up.	
Pulls up pants from off position with assistance.	Place pants by feet and, while giving command "pants up," student and teacher pull pants over feet and up to waist.	

Accession Number 52326

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52326
TITLE: Pulling Down Pants
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J9-09 Dressing/Undressing/Pants
J9-15 Dressing/Undressing/Underwear

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIAL
Cooperates while teacher removes pants to hips.	Puts pants on student's waist, saying "pants down", remove them to his hips.	Pants
Pulls pants down from waist to hops with assistance.	Put pants on student's waist, while saying "pants down", grasp student's hands on both ends and pulls pants down from waist to hips.	
	Watch as student practices the "pants down" process.	
Cooperates as teacher pulls pants up to waist from groin.	Remove student's pants to the groin and gives command "pants up" and pulls student's pants to waist.	
Pulls pants up to waist from groin with assistance,	Remove student's pants to the groin and while giving the command "pants up", grasp the student's hands on both sides of pants and pull them to his waist.	
Practices pulling up pants until done independently.	Allow student to practice so that he can pull up his pants independently.	
Cooperates as teacher pulls pants down from waist to knees.	Put pants on student. While giving command "pants down", pull pants down from waist to knees.	
Pulls pants down from wlast to knees with assistance.	Put pants on student. While giving command "pants down" grasps student's hands on pants and together they pull pants from waist to knees.	

NLRC/P

Accession Number 52326

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Pulls pants down from waist to knees independently.	Have student practice pulling his pants down from waist to knees independently.	
Cooperates as teacher pulls pants from waist to ankles.	Puts pants on student. While giving command "pants down", pull pants from waist to ankles.	
Pulls pants down from waist to ankles with assistance.	Put pants on student. While giving the command "pants down", take his hands, put them on pants, and then pull pants down from waist to ankles.	
Pulls pants down to ankles independently.	Have the student practice alone on command "pants down".	
Allows pants to be pulled off.	Put pants on student. While giving the command "pants down", pull pants down from waist to over feet. (Student sits down once pants are over knees.)	
Removes pants completely on command.	Re-dress student. While giving the command "pants down", student remove pants. (Student sits down once pants are over knees.)	
Practices removing pants independently.	Have student practice so that student can remove pants independently.	

Accession Number 52327

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52327
TITLE: Pulling up Zipper
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, Snaps, Zippers

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Cooperates while teacher zips up zipper.	Place zipper halfway down from top. While giving command "zipper up", pull up zipper.	Zipper Zipper on open ended garmet.
Pulls up zipper with assistance.	Together with student grasp metal leader and pull up to top of garment.	
Pulls up zipper independently.	Prompt student to grasp leader and pulls up to the top of garment.	
Cooperates as teacher zips zipper from bottom.	Put zipper down to the metal tabs. While giving the command "zipper up," pull the zipper up.	
Pulls up zipper from bottom with assistance.	Put zipper all the way down with metal tabs connected, guide student's hand to pull the zipper to the top of the garment.	
Pulls up zipper independently.	With practice student can pull zipper from bottom tc top independently.	
Cooperates as teacher pulls tabs together and zips zipper.	Guide metal tab half in and half out, while giving the command "zipper up", pulls tabs together, grasp the metal leader and pull up.	
Holds tabs and pulls up zipper with assistance.	Grasp student's fingers placing them on tabs, puts her hands over top and guides metal tabs together and pulls zipper up.	
Pulls up zipper independently.	Prompt student to grasp metal tabs and pull the zipper up.	

NLRC/P

Accession Number 52327

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Cooperates as teacher threads metal tabs and pulls up zipper.	Grasp metal leaders. While giving the command "zipper up," threads the metal tabs and pulls up.	
Threads metal tabs and pulls up zipper.	Together with student hold metal leaders. While giving the command "zipper up" they thread tabs and pull zipper up.	
Completes zipper skills independently.	Student complete zipper skills independently.	

Accession Number 52328

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52328
TITLE: Snapping Snap
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-C2 Dressing/Undressing/Buttons, Snap, Zippers

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Cooperates with snapping.	Align the snaps to where the bottom and top of snap meet and give the command "push snap." Push the snap together.	Garment with snap
Practices snapping with assistance	Align snap placing bottom and top together. Take student's fingers and place them on snap and, together push the snap together on the command "push snap."	
Independently snaps	Student practices pushing the snap, together and should complete this step without assistance.	

Accession Number 52329

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52329
TITLE: Putting on Sock and Pulling it up
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-14 Dressing/Undressing/Socks

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Cooperates in pulling up sock over heel.	Place sock on student's foot up to the heel of foot. Giving command "sock up" pull sock over heel and up over ankle.	Sock
Pulls up sock with assistance.	Place sock on student's foot to heel, grasp student's thumbs and fingers on both sides of sock. Command "sock on" and help student pull sock over heel and up over ankle.	
Pulls up sock independently.	Put sock on heel of student and command "sock on", student should grasp top of sock and pull it over his heel and over the ankle independently.	
Cooperates as teacher pulls sock on from arch.	Place sock on arch of student's foot give command "sock on" and pulls sock over arches heel and ankle.	
Pulls up sock from arch with assistance.	Place sock on arch of student's foot and give command "sock on." Student should grasp top of sock and pull it over the arch, heel and ankle indepently.	
Cooperates as teacher pulls up sock from toes.	Put sock just over the toes and give the command "sock up" and pull the sock over the toes, arch, heel and ankle.	

NLRC/P

Accession Number 52329

SER-LARS Report E-3
Instructional Methods

Continued

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Pulls sock up from toes with assistance.	Place socks just resting on toes, grasp student's fingers and thumbs and place on top of sock. Giving the command "sock on", with student pull sock on over toes, arch and ankle.	
Pulls sock up from toes on command.	Prompt student to grasp top of sock on the command "sock on" and pull sock over toes, arch, heel and ankle.	
Cooperates as teacher puts on sock from off position.	Orient sock and place on floor by student's foot. While giving command "sock on" put student's sock on.	
Puts on sock with assistance.	Prompt student to pick up the sock and put it on his foot with assistance.	
Puts on sock independently.	Prompt student to pick up the sock by the top, pull it over his toes, arch, heel and ankle independently.	

Accession Number 52330

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52330
TITLE: Taking Off Shoe
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J9-11 Dressing/Undressing/Shoes
J9-12 Dressing/Undressing/Laces

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Cooperates in putting shoes on.	Put shoe to just below heel, use thumbs on each side of shoe and push shoe on	Shoe
Uses thumbs to get shoes on.	Put shoe on just below heel and prompt student to use both thumbs, inserted at each side of shoe and push foot in shoe.	Tied laces
Cooperates in taking shoe off, after untying and loosening laces.	Put shoe on foot, untie laces, loosen them and grasp heel of shoe and remove it to arch, say "shoe off" and take shoe off foot.	
Unties laces, loosens them and pulls heel of shoe to arch; then off foot with assistance.	Help student grasp tied laces and untie them, pull laces to loosen them, grasp and pull heel of shoe to arch. Command, "shoe off" and together pull shoe off foot.	
Takes shoe off independently.	Prompt student to remove shoe from heel to arch independently after untying and unloosening laces.	

Accession Number 52331

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52331
TITLE: Recognizing Left and Right Shoes
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J9-11 Dressing/Undressing/Shoes

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Put shoe on guide pattern (shape of foot on paper), pick up shoe and put it on student's foot.	Shoe
Cooperates with selecting and putting on shoe on proper foot.	Put shoe on guide pattern and prompt student to pick up shoe and put on proper foot. Provide assistance.	Model of student's left and right bare-feet
Independently selects and puts on shoe on proper foot.	Prompt student to find guide and put shoe on proper foot.	Model of student's left and right shoes
Cooperates with matching model with shoe.	Provide a model of student's left and right bare feet and a model of student's left and right shoes. Use a "match to sample" activity to teach left shoe, right shoe. Model each step moving to next step after student has met success. Together with student work through match sample.	
Independently matches model with shoe.	Prompt student to work each match independently.	

Accession Number 52332

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52332
TITLE: Tying Shoe Laces
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J9-12 Dressing/Undressing/Shoe Laces

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes teacher tighten bow.	Makes bow loosely in laces of shoes ahd while giving command "tie shoe", pull bows tighter.	Laces Shoes
Tightens bow with assistance.	Make bows loosely and grasps student's fingers (thumb and forefinger) on each loop and while commanding "tie shoe" together with student, pull bows together.	
Tightens bow independently.	Prompt student to pull bow tightly independently.	
Observes making last half of bow.	Model making bow. Take left loop under right loop and pull tightly.	
Threads left loop under right loop.	Prompt student to grasp left loop and thread it under right loop and pull tightly.	
Pulls loop under and tightens independently.	Prompt student to pull loop under and tighten loop independently.	
Observes bow making from left loop through last Half of bow.	Make loops. Taking each loop in hand, cross them and lead left under right loop and pull tightly.	
Makes loops then bow with assistance.	Make loops and grasp student's hands and prompt student to take a loop in each hand. Together cross loops, and lead left loop under right loop and pull together.	
Practices making bow from left loop to end of bowing.	Encourage student to practice independently.	

NLRC/P

Accession Number 52332

SER-LARS Report E-3
Instructional Methods

Continued

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Makes right loop and continues to finish bow with assistance.	Mak right loop and models making left loop by folding lace over student's finger while holding doubled lace with appropriate hand. Use dominant hand and complete tying process already learned.	
Repeats process from right loop.	Same process is used for learning right loop.	
Completes bow starting with right to finish.	Student completes right loop independently.	
Observes bow tying from point of straight laces.	Pull laces straight up, place index finger to further side of laces, fold both laces over index finger and grasp both sets of doubled laces with hand that went over index finger. Free hand, take a loop and two loops have been made.	
Finishes tying process started by teacher.	Prompt student to complete tying process.	
Completes tying process from straighten laces independently.	Prompt student to complete tying process independently.	

Accession Number 52333

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52333
TITLE: Putting on Shirt
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J9-16 Dressing/Underdressing/Shirts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes placement of shirt.	Place shirt hem to student's chest. While giving the command "shirt down", pull hem of shirt from student's chest to waist.	Shirt
Pulls shirt from chest to waist assistance.	Place shirt hem to student's chest and take student's hand to hem on both sides. Giving command "shirt down". Help student pull shirt from chest to waist.	
Right arm into sleeve with assistance. Pulls shirt down on command.	Place shirt over head and left arm in arm hole. Grasp student's hand and guide his hand and arm into right sleeve while giving command "shirt on". Prompt student to pull hem down independently.	
Guides arm through right sleeve and pulls shirt into position independently.	Place shirt over head and left arm in armhole. Student should guide his own hand and arm through right armhole and pulls shirt hem down to waist.	
Guides left arm through sleeve with assistance, finishes pulling shirt on upon command.	Place shirt over head and grasp student's left arm and give assistance in guiding arm through left armhole. Giving command "shirt on", student puts remainder of shirt on independently.	
Positions shirt on from head location independently.	Place shirt over head. Prompt student to put remainder of shirt on independently.	

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Puts on shirt with assistance.	Grasp student's hand and hold onto the hem of back of shirt and help student put shirt over head while giving the command "shirt on".	
Puts on shirt independently.	Prompt student to hold the back of the shirt's hem, guide shirt to head put it over the head and put remainder of shirt on independently.	

Accession Number 52334

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52334
TITLE: Holding Card with Lips
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: E4-06 Speech and Language Development/Lip Control

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observe lip card between teacher's lips.	Demonstrate holding a lip card between lips (no teeth support) saying, "name, watch me," and place student's hand on lips; take hand away, open lip to show closed teeth, place card against closed front teeth.	Lip card
Holds lip card with guidance.	Say "name, hold card between lips." Physically prompt student to close jaw, part lips, help his hand to position card against teeth. Close lip with finger.	
Removes card lip with assistance.	Say "OK name, take out card." Physically prompt student to remove card from mouth.	
Picks up card, places it and removes it independently.	Fade out physical prompts as student picks up card himself, places it, holds it and removes card with no assistance.	

Accession Number 52335

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52335
TITLE: Wiping Mouth with Tissue
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J5-00 Oral Hygiene
M2-12 Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Use facial tissue to wipe student's mouth saying "wipe mouth".	Facial tissue
Wipes mouth with tissue when assisted.	Give student facial tissue, hold his hand and say "name, wipe mouth". Physically prompt student to wipe his mouth.	
Takes tissue from box and wipes mouth independently.	Prompt student to take a tissue from box and wipe his mouth.	

Accession Number 52336

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52336
TITLE: Sucking Paper and Liquid with Straw
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J3-11 Drinking/Straw Use
J3-12 Drinking/Sucking Reflex

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes straw use. Sucks liquid from cup.	Demonstrat straw use and say "suck on straw." Suck from cup 1/4 filled with liquid. Give straw and cup to student and say "name, suck on straw."	Straw Cup Liquid
Sucks paper squares for practice with gestural and verbal prompting.	Demonstrate picking up 1" x 1" pieces of paper, sucking each through straw and depositing them in cup. Prompt student to do the same.	

NLRC/P

Accession Number 52337

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52337
TITLE: Licking Peanut Butter Off Gums
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J2-06 Feeding/Eating/Licking J2-13 Feeding/Eating/Swallowing J2-14 Feeding/Eating/Tongue Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes licking and swallowing of peanut butter.	Put peanut butter on gums and say "lick peanut butter" as you lick gums and swallows it.	Peanut butter
Licks peanut butter from gums and swallows it.	Put peanut butter on student's gums and also put it on your own gums; say "name, lick peanut butter", give gestural prompts.	

Accession Number 52338

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52338
TITLE: Smiling and Kissing with Prompting
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: E4-06 Lip Control

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes smile. Smiles with verbal prompting.	Smile, say "name, watch mouth." Point to own mouth, smile again. Say "name, smile." Demonstrate and compliment student when he performs correctly.	
Observes pursed lips. Purses lips when prompted.	Say "name, watch mouth." Purse lips into kissing posture. Say "name, purse lips." Demonstrate and compliment student when he performs correctly	

Accession Number 52339

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52339
TITLE: Brushing Teeth Independently
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J5-01 Oral Hygiene/Brushing Routine

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes application of toothpaste and brushing procedure.	Demonstrate applying toothpaste to toothbrush and brush from surfaces of teeth, spitting and rinsing mouth.	Toothpaste Toothbrush
Brushes teeth with assistance.	Apply paste to brush, say "name, brush your teeth," place brush against student's closed teeth, move brush up and down against teeth in front of a mirror.	Mirror
Brushes teeth upon prompting.	Use gestural prompt to urge student to move his own hand, with brush in it, up and down.	
Imitates spitting in sink as part of brushing routine.	Teacher says "name, spit in sink" when student begins to droll, use gestural prompt and demonstrate when necessary.	Sink
Imitates rinsing brush as part of brushing routine.	Demonstrate rinsing of brush during tooth brushing, saying "rinse brush".	
Rinses on command.	Say "name, rinse.	

Accession Number 52340

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52340
TITLE: Hanging Garment on Hook
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	
	J7-03 Clothing Care/Hanging
	J7-04 Clothing Care/Washing
	J7-00 Clothing Care

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes procedure for hanging clothing.	Take article of clothing, say "name, watch me." Place clothing on hook or peg of closet saying, "hang coat on hook."	Hook Peg of closet Coat Hanger Closet Clothing Underwear
Hangs clothing on hook with assistance.	Hold student's hand together hold clothing by neck or waistband say, "name, hang coat on hook." Physically prompt student to hang clothing on hook.	
Completes procedure with increasing independence.	Fade physical prompting by periodically releasing student's hands while continuing verbal prompt.	
Observes use of hanger.	Take coat, say "name, watch me." Place clothing on hanger saying, "hang coat on hanger."	
Assists in placing coat on hanger.	Holds student's hands and together hold coat opened by neckband. Take hanger and approach clothing from side of student's dominant hand. Put one arm of hanger in shoulder held in student's subordinate hand, draw other shoulder of coat over arm of hanger held in student's dominant hand - hold subordinate hand holding hanger. Use student's dominant hand to grasp lapel of coat over arm of hanger in closet.	

NLRC/P

Accession Number 52340

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Hangs coat on rack when prompted.	Physically promt student to use two hands to hang coat on rack	
Places clothing on hook with assistance.	Hold student's hands and together hold underwear by waistband, say, "name, hang clothes on hook." Physically prompt student to place clothing on hook.	
Hangs clothing with increasingly fewer prompts.	Fade physical prompting by periodically releasing student's hand while continuing with verbal prompting if necessary.	

Accession Number 52341

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52341
TITLE: Opening Hamper and Placing Garment Inside
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J7-04 Clothing Care/Washing
J7-00 Clothing Care

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes hamper use.	Say, "name, watch me." Take underwear from student, open lid to clothes hamper, hold underwear over opening, say "underwear in hamper," drop clothes and replace lid.	Underwear Clothes Hamper
Drops clothing in hamper with assistance.	Take student's hands, say, "name, underwear in hamper." Open lid to hamper, physically prompt student to hold clothing over hamper opening and to drop it in. Compliment student and close lid.	
Uses hamper properly independently.	Say, "name, underwear in hamper." Physically prompt student to hold underwear in subordinate hand and open hamper lid with dominate hand, fade physical prompts to drop clothing inside. Compliment student and prompt him to close lid with dominant hand.	

Accession Number 52342

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52342
TITLE: Removing Garment From Hanger
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn Statte Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF LEARNING OBJECTIVES: J7-03 Clothing Care/Hanging
J7-00 Clothing Care

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes taking garment from hook.	Say "name, watch me." Say "garment off hook," as you remove clothing with two hands from hook, hand it to student preparatory to dressing practice.	Hook Clothing Closet Hanger Rack
Removes garment from hook with assistance.	Say, "name, garment off hook." Physically prompt student to hold garment with two hands and slowly lift up and away from hook. Compliment student for not tearing clothing.	
Observes removal of garment on hanger from closet.	Demonstrate taking garment on hanger from closet, saying, "garment out of closet." Replace garment, say, "name, garment out of closet" and physically prompt student to take garment on hanger from closer.	
Removes garment on hanger from closet with assistance.		
Removes garment and hanger from closet independently.	Say, "name, garment out of closet," student remove. Take student's hands in his, standing behind student, say "name, garment off hanger," prompt student to remove garment one side at a time.	
Removes garment from hanger with assistance.	Take hanger from student and replace it on the rack.	
Removes hanger from closet garment from hanger; and replace hanger on rack with prompting.	Say, "name, garment out of closet." Prompt student to remove garment from hanger and physically prompt student to replace hanger to rack.	

Accession Number 52343

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52343
TITLE: Removing Clothes from Various Drawers and Dressing Self
AUTHOR(S):
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: K3-03 Activities of Daily Living/Drawers
J9-10 Dressing/Undressing/Selection of Clothing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes drawer closing procedure.	Demonstrate closing drawer in dresser, placing hands in middle of drawer front, away from edges, saying "close drawer."	Drawer in dresser Dresser that has knobs on drawers
Close drawer with assistance.	Say "name, close drawer." Place student's hands properly on drawer front and help him to push drawer closed.	Garment Color-codes Picture codes
Puts clothes in drawer and closes it independently.	With clothing lying over edge of drawer, prompt student to place clothing in drawer and say, "name, close drawer."	
Opens drawer with assistance.	Demonstrate and say "open drawer" on a dresser that has knobs on drawers. Place student's hands on knobs and physically prompt student to open drawer, say, "name, open drawer."	
Takes out garment with assistance.	Demonstrate and say "take out garment." Replace garment and say to student, "name, take out garment." Physically prompt student to remove garment. Compliment student and return garment to drawer.	
Puts garment back in drawer and closes it with prompting.	Demonstrate and say, "put back garment." Put garment in drawer saying, "name, put back garment." Physically prompt student to put garment back in drawer.	

NLRC/P

Accession Number 52343

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes labels and codes of clothing locations.	Color-codes or picture code drawers according to clothing deposited in each. Open one drawer at a time, removing clothing, showing it to student, naming article and replacing it.	
Replaces garment to proper drawer when prompted.	Open drawers and remove articles and give article to student to replace, saying, "name, put back garment."	
Removes garment from drawer, replaces garment, and closes drawer when prompted.	Opens drawer, say, "name, take out garment." Prompt student to remove garment then to replace, prompt student to close drawer.	
Opens drawer; removes garment; replaces garment and closes drawer when prompted.	Say, "name, take out garment." Physically prompt student to open proper drawer, remove garment. Verbally prompt student to replace garment and close drawer.	
Responds to prompts and retrieves garments from drawer.	Say "name, get dressed." Point to each drawer in turn, saying, "get garment." Gesturally prompt student to open drawer and remove garment.	
	Say, "name, get dressed" without pointing. Say name of each garment in turn.	
Dresses on command, one garment at a time.	Say, "name, get dressed" and student responds correctly.	

Accession Number 52344

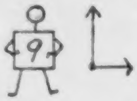
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52344
TITLE: Telling Time Emphasizing Number Sequence
AUTHOR(S): M. J. Doyle
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F7-10 Telling Time
F1-09 Numeration/Number Sequence

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Give students numbers from one to twelve.	Poster numbers 1 to 12
	Give an example of three o'clock. Then position clock hands on floor to represent the clock time. Position  the student with card numbered 9 where nine is located on a clock as a clue.	Clock hands (construction paper)
Demonstrates knowledge of number and time sequence.	Ask other students to find their clock position depending on the number they hold and using nine as a guide.	
	Repeat, giving students another time and alternate number cards occasionly.	

Accession Number 52345

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52345
TITLE: Helping an "I Can't" Attitude
AUTHOR(S): M. J. Doyal
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M1-01 Self-Knowledge/Facts About Self
M2-08 Social Interaction/Relationship to School

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Hold discussion on individual differences leading to different abilities.	
List five things he does well and five he doesn't do well.	Ask student to write a list of at least five things they can do well and five they can not do well.	
	Abilities and disabilities are listed (without name reference on the board and discussed.	
Demonstrates an understanding of strengths and weaknesses and develops a more positive attitude about self.	Guide the students to conclude that everyone does well in some area and poor in others. Everyone must work to do their best in their strong areas and try their best in their weak areas.	

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Accession Number 52346

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52346
TITLE: Egg Carton, Subtraction
AUTHOR(S): Cindy Grim
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F3-03 Subtraction Facts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present egg carton and 12 objects to use as counting discs.	Egg carton Twelve counters (small objects)
Place a counter disc in each section of the carton.	Ask student to place one disc in each section of the egg carton, then to count the objects.	
Removes a specified number of discs.	Ask student to remove or subtract a specified number of objects.	
Counts remaining discs.	Then ask student to count the remaining discs.	
Records operation	Guide student to record the operation on paper, i.e. 12 - 4 = 8.	
Performs reverse operation.	Then perform the reverse operation.	

Accession Number 52347

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52347
TITLE: True and False Number Sentences
AUTHOR(S): P. Bromhead
SOURCE: Suburban
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Descriminates between true and false number sentences.	Illustrate on the board a true number sentence. Example: 3 + 4 = 7 Then ask student to tell you if the statement is true or false. Illustrate a false statement on the board. Example: 5 + 4 = 6 Ask the student if the statement is true or false. Illustrate a list of number sentences on paper. Some true some false. Leave a blank space beside the sentence for the word "true" or "false".	

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Accession Number 52348

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52348
TITLE: Picture--Word Description Relationships
AUTHOR(S): S. Cohen
SOURCE: Urban Unit
EDITOR(S): P. Seeger

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-17 Reading Readiness/Relationship
D5-17 Vocabulary/Word Picture Match

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS

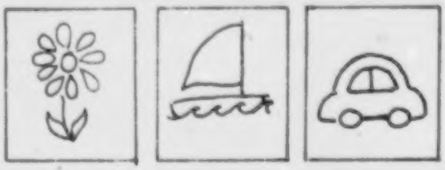
Developes picture-word description relationships

IMPLEMENTER ACTION

Cut pictures from magazines. Secure on a large piece of oak tag and create several questions concerning the pictures. Add questions to serve as distractors.

Present to student and have the student answer questions in relation to the pictures posted.

Example:



1. Do you see a frog?
2. Do you see a sailboat?
3. Do you see a person smiling?

MEDIA/MATERIALS

Magazine pictures

Oak tag

Accession Number 52349

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52349
TITLE: War--Card Game
AUTHOR(S): C. McKeever
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	F1-08	Numeration/Numeral Recognition
	F1-09	Numeration/Number Sequence

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Designate two students to play game.	Playing cards
Demonstrates knowledge of number sequence and order.	Each player throws a card on the table. The player with the highest number card takes both cards. If both cards are the same, the player throws two cards face down and one up, (highest card takes all cards).	

Accession Number 52350

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52350
TITLE: Laying on Stomach
AUTHOR(S): B. Anderson ID #5301
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-03 Gross Motor/Body Movements

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lays on side with assistance.	Put student in reclining position on side with sand bags along back, along stomach, and a pillow between legs.	Sand bags Wedges
Lays on stomach with assistance.	Small pillow under student's head may help keep head forward. Placing student on roll enables him to lay on his stomach with arms free. Place sand bags along sides if student tends to roll off. A pillow between legs may help break up crossing of legs.	Pillows Mat Rugs

Accession Number 52351

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52351
TITLE: Raising Head in Response to Noise or Light
AUTHOR(S): B. Anderson ID #5301
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Raise head when stimulated by noise or light.	Stimulate student to raise head with noises and light while sitting in high chair.	High chair Hogg chair
	Use social reinforcement to encourage student.	Mats Blankets
Raises head with assistance; decreasing support.	Laying student on wedge or roll enables student to develop in the area of head control.	Wedge

Accession Number 52353

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52353
TITLE: Opening and Closing Fist
AUTHOR(S): B. Anderson ID #5301
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	12-01 Fine Motor/Finger Movement 12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bends fingers to make fist with assistance.	Bend fingers into fist with pressure.	Wooden dial rods
	Release and straighten student's fingers. Repeat. Tickle palm of hands.	Feathers Small objects
Extend fingers with assistance.		
Makes fists and extends fingers with assistance in response to various stimuli.	Stimulate student with small rods, feathers, etc., to open fist and extend fingers.	

Accession Number 52354

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52354
TITLE: Following Moving Object and Light with Eyes
AUTHOR(S): B. Anderson ID #5301
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A2-12 Visual/Visual Tracking/Pursuit/Fixation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Watches and visually follows implementer.	Talk with student while trying to get him to follow you or to follow a moving object.	Small flashlight reflectors Aluminum Foil
Follows a moving object visually.	Gain interest through repetition and insight as to any response student has made to an object.	Cellophane (colored)
Reacts to light.	When using light, vary stimulus, flash slowly; rapidly; allow light to remian on while trying to have student follow it.	

Accession Number 52355

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52355
TITLE: Responding to Sound
AUTHOR(S): B. Anderson ID #5301
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A1-14 Auditory Visual Integration
A1-09 Auditory Localization

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Attends to instrumental noises.	Use musical instruments of various kinds in various positions around head.	Musical instruments.
Attends to source of sound in near vicinity.	Note which position (side back, or front, etc.) seems to be the best for getting response.	Home-made noise makers
	Clap hands, use high pitch and low pitch with forcefulness in voice.	Variations: Use cellophane paper for sound and a good visual stimuli.

Accession Number 52356

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52356
TITLE: Touching and Holding Objects
AUTHOR(S): B. Anderson ID #5301
SOURCE: Summer Traineeship Program Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A5-01 Tactile Acuity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Explores objects tactually Touches and holds objects	Provide regular and pleasant experiences with varieties of touch sensations, e.g. soft and fuzzy toys.	Ice cream Spaghetti Foam rubber Sand paper Gum drops

Accession Number 52357

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52357
TITLE: Responding to Own Names and Mirror Reflection
AUTHOR(S): B. Anderson ID #5301
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M1-05 Self-Knowledge/Respond to Name
M1-06 Self-Knowledge/Self Identification

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to own name when spoken	Use name frequently while touching and working with student.	Mirror
Responds to reflection of self in mirror	Make student constantly aware of image by facing him toward mirror and allowing it to remain within eye contact for own body discovery.	Plexiglass along side of bed

Accession Number 52358

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52358
TITLE: Making Simple Sound
AUTHOR(S): B. Anderson ID #5301
SOURCE: Summer Traineeship Program Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
A1-15 Auditory Vocal Integration
E4-11 Speech and Language Development/Sound Imitation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to sound of musical toys, etc.	Stimulates student with musical toys, touch and visual stimuli to encourage any kind of response. Mimic sounds to reinforce student for response.	Musical or sound-making toys Bright colored objects
Reproduce a simple sound	Try then to make a sound which the student has made and get a response to your effort. Student should respond with same sound. Repetition is the key.	

Accession Number 52359

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52359
TITLE: Drinking from a Cut-Out Cup
AUTHOR(S): B. Anderson ID #5301
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J3-03 Drinking/Cup use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Fill cup with only one swallow of liquid.	Wax-coated paper
Drinks form a cup	Sitting in high chair, the student should be given liquid in a cut-out cup. (Can watch lip action, can tip cup up without tipping student's head back.)	Cup with 1" circular depression
	Keep arms and head forward.	

Accession Number 52360

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52360
TITLE: Responding to Auditory Stimulation
AUTHOR(S): B. Anderson ID #5301
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A1-01 Auditory Acuity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to auditory stimulation	Use small, repetitious tunes. Stimulate student with loud, soft, fast and slow pieces.	Musical selections live and recorded

Accession Number 52361

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52361
TITLE: Standing with Support
AUTHOR(S): M. Mistrovich ID #5302
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-20 Gross Motor/Stand

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Seeks objects for support	Encourage student to use lower bars of stall bars to begin idea of standing. Give verbal approval when student attemps to approach the bars.	Stall Bars Floor Mat Stall Bars on Ladder Chair on Bench Stand Box Parallel Bars Plexiglass Mirror Play Pen, Stuffed Toy
Attempts of kneel	To attain kneeling position, lift student, from front, forward and up to knees. Simultaneously extending hips to support student. Elevate arms with extended elbows to make extension of hips easier.	
Pulls self erect	Later, arms can hold onto a bar level with shoulders at side of body.	
Stands erect while holding supportive object.	Place student's weight on left side, lift right leg, bring forward and place foot on floor in front. Hip of standing leg not flexed. With help of right foot and holding stall bars, student lifts self to standing position.	
Pulls self from sitting position to standing	Seat student in chair, arms forward and up on teacher's shoulders. Shift body wieght onto semi-flexed legs. Do not allow hips to extend or spine to flex. Student standing, grasp chest, high support or teacher's hands. Stoop and stand.	
Stands in stand box.	Use standing box to lengthen standing time. Forces student to use leg muscles for support	

Accession Number 52362

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52362
TITLE: Walking with Support
AUTHOR(S): M. Mistrovich ID #5302
SOURCE: Summer Traineeship Program Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Steps while being held by both arms	Provide initial encouragement by holding student's hands. Provide verbal approval. Repeat holding one arm.	Parallel bars Tables
Walks while being held by arm	Supply equipment for student to hold onto and feel secure.	Chairs
Walks around objects while using them for support	Provide verbal approval.	

Accession Number 52363

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52363
TITLE: Placing Objects in Can and Batting Balloon
AUTHOR(S): M. Mistovich ID #5302
SOURCE: Summer Traineeship Program Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	First demonstrate to student what is expected of him.	Empty coffee can with plastic lid with a slot
Transfer raisins, pegs and rings into an open can; into a can with slot.	After each object is placed in can, student is rewarded with candy.	Raisins Pegs Rings
Bats balloon into air for 30 seconds.	Hold student's hand and repeat activities of batting balloon. Gradually allow student to take over. Give verbal praise.	Inflated Balloon

Accession Number 52364

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52364
TITLE: Producing Animal Sounds in Response to Pictures
AUTHOR(S): M. Mistovich ID #5302
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: E4-11 Speech and Language Development/Sound Imitation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Proceed slowly and reward student after every correct imitative response.	Large pictures of a dog, cow sheep
Imitates sounds made by teacher.	Show student pictures and repeat the desired sound many times.	
Produces sounds e.g. Moo Arf Baa	Using nonsense words and syllables (blick, ba, bu) have student repeat. Reward correct response.	

Accession Number 52366

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52366
TITLE: Using and Holding Spoon Correctly
AUTHOR(S): M. Mistovich ID #5302
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Fills spoon with assistance.	Guide student's hand from his mouth back to the bowl and fill the spoon.	Plastic bowl Teaspoon Bibs High chair Something good to eat
Takes spoon from mouth to bowl independently and fills spoon with assistance.	Prompt student to take spoon from his mouth to the bowl. Assist in filling spoon. Repeat.	
Takes spoon from mouth to bowl; fills spoon and places it back in mouth independently	Prompt student to take spoon from his mouth to the bowl, fill it, then place it back into his mouth.	

Accession Number 52367

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52367
TITLE: Standing and Walking with Support
AUTHOR(S): Sr. D. Gaydem ID #5303
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-20 Gross Motor/Stand
11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands with support.	Hold student up under arms with back to you. Daily place the student's hands over objects to strengthen hand grasp. Student learns to hold onto objects such as tables, chairs and desk.	Toy Stacking toys Music box
Walks short distance from one object to another with support.	With some support, student learns to walk to favorite toy such as stuffed animals, stacking toys and music box.	
Holds onto bar	Have the student learn to hold onto a bar.	
Picks self up with bar support.	Teach him to pick himself up with the aid of the bar.	
Stands and walks with bar support.	Next, teach him to stand up holding onto the bar, then try to teach the student to walk holding onto the bar.	

Accession Number 52368

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52368
TITLE: Holds Objects with Both Hands
AUTHOR(S): Sr. D. Gayden ID #5303
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-13 Gross Motor/Reach
12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reaches for dangling objects.	Allow the student to reach for dangling objects. Offer a toy to a student at different heights and distance.	Bell Rattles Containers
Grasps and shakes bell, rattle, etc.	Prompt student to take bell to ring it. Prompt student to take a rattle and let him shake it. Hand him a container filled with beads. Allow time for him to do task.	Stuffed animals Large balloons Balls
Holds objects with both hands	Encourage student to hold large stuffed animal with both hands. Encourage student to hold onto a balloon. Encourage student to do the same with a large ball (may roll afterwards).	Stacking toys
Puts together and takes apart stack toys.	Encourage student to put together and take apart stack toys.	

Accession Number 52369

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52369
TITLE: Using Spoon with Assistance
AUTHOR(S): Sr. D. Gayden ID #5303
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J2-02 Feeding/Eating/Chewing J2-06 Feeding/Eating/Licking J2-12 Feeding/Eating/Spoon acceptance

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place one dish in front of student so he will not be distracted. (Feed problem students alone in own room.)	Training spoon Bowl Bib Highchair
	Follow the same method with the same spoon each time.	
Holds spoon. Lifts spoon to and in mouth.	Prompt student to hold spoon horizontally while you raise his elbow and lift the spoon to his mouth. Guide his hand from the bowl to his mouth.	
	Prompt student uses his free hand to help push the spoon on the lips into the mouth.	
	Remove that which cannot be swallowed.	
	Tilt spoon handle upward while removing it from student's mouth for better cleaning.	
	Check student's chewing movements of the jaw and tongue.	
Licks bits of food from chin and side of mouth.	Have the student lick in bits of food from the chin or the side of the mouth.	

Accession Number 52370

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52370
TITLE: Using Cup to Drink
AUTHOR(S): F. Caputo ID #5304
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J3-03 Drinking/Cup Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	You should be positioned in front of student and place hands on top of student's. In time a gradual release should evolve.	Plastic cup
Holds cup in two hands	Prompt student to hold cup with both hands.	
Holds cup to drink without spilling.	Prompt student to hold cup and drink without spilling.	
Lifts cup, tips to mouth	Prompt student to lift cup and tip to mouth.	
Replaces cup to table	Prompt student to replace cup to table.	

Accession Number 52371

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52371
TITLE: Using Ankle Muscles while Supported on Cage Ball
AUTHOR(S): F. Caputo ID #5304
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-25 Gross Motor/Extremities

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Work with student on cage ball. Leave some play in the ball so when student is placed on the ball he is almost "form-fitted."	Cage ball Matt
	Ball should be placed on a mat and in front of a mirror.	Mirror
Supine on ball, rolls forward and backwards with support	Place student on the ball face up in a supine position. Support student and move the ball forward and backwards. Rotate the ball so his head almost touches the floor and then, in the other direction so his feet touch the mat. Repeat.	
Supine on ball, pushes feet to imitate rocking	Hold ball in a stable position. Student then attempts to imitate movement with his feet and thus working his ankles.	

Accession Number 52372

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52372
TITLE: Squeezing Items Placed in Hand
AUTHOR(S): F. Caputo ID #5304
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Squeezes items placed in hands	Place squeeze items in student's hand, use a variety of toys starting with very flexible rubber toys to those with more resistance; preferably use toys that make a noise when squeezed. Progress to squeezing sponges, sponges in water and clay.	Clay Sponges Rubber toys

Accession Number 52373

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52373
TITLE: Responding to Auditory Stimuli
AUTHOR(S): F. Caputo ID #5304
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A1-01 Auditory Acuity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to sounds	Encourage attendance to noises by playing games. Use student's favorite toy, a plastic hammer that rattles when shook. Shake hammer above his head, behind him, to left and right. Encourage his verbal noises and sounds by talking to him, playing with him, playfully pull hammer away from him.	Plastic toy Hammer Noise toys

Accession Number 52374

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52374
TITLE: Sitting up from Supine Position
AUTHOR(S): Sr. V. Evanyo ID #5305
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	11-16 Gross Motor/Self Support 11-01 Gross Motor/Balance 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lays in supine position	Place student in supine position on floor.	Toy
	In kneeling position, support student's legs between knees.	Flat padded surface
	Allow student to grasp your thumbs while over student's hands.	Mats
Rises to sitting position with assistance.	Slowly pull student toward self while softly saying "up".	
Returns to supine position	Return student to beginning position while softly saying "down".	
Rolls towards object	With student down on back, set toy to his side. Encourage student to turn entire body toward toy. (half roll)	
Reaches for toy	Slowly raise toy so student must reach for it with one hand. Other hand and arm provides support for body weight.	
Sits without support	As toy is slightly raised and grasped, student will force weight to the other part of his body and lift himself into a sitting position.	
	Toy in both hands, task is accomplished.	
	Reward with hug and praise.	
	Daily increase sitting time.	

Accession Number 52375

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52375
TITLE: Crawling with Assistance
AUTHOR(S): Sr. V. Evanyo ID #5305
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-07 Gross Motor/Crawl

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place right arm horizontally in front of student.	Cradle Crawler
Lifts chest and tummy with arms in extension	Bend student's knees on floor for kneeling position.	Rolled blanket
	Extend student's arm over yours.	Small bean bags or the teacher's arm
	Place hands flat on floor (palms down) with fingers extended.	
	Daily increase time of position to prepare for next step.	
	Firmly place left hand and left knee forward. Alternate with right side.	
	If no response, rub legs, arms downward. Task is easier when two persons are present.	

Accession Number 52376

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52376
TITLE: Using Spoon to Eat
AUTHOR(S): Sr. V. Evanyo ID #5305
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Estimate tongue control and swallowing ability by lip tasting.	Spoons of various sizes Salad
	When tongue can roll in a sustained manner use utensils.	Large Mixing Wooden
Holds spoons of various sizes.	During play stress holding handle of large spoons-reduce size.	Tablespoon
	Establish hand to mouth movement.	Bibs
Moves spoon to mouth Brings filled spoon from bowl to mouth with assistance.	Standing behind student, place student's hand over spoon handle, (teacher's over student's). Guide his hand into the bowl and fill the spoon, guide the spoon to his mouth.	Bowls-plastic Puddings (soft foods) High chair advisable
Brings filled spoon from bowl to mouth without assistance.	Remove hand from student and keep student's arm in same angle for eating by nudging it when there is a tendency to swing away.	
	After pattern is developed, introduce new foods.	

Accession Number 52377

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52377
TITLE: Refraining from Attacking Self
AUTHOR(S): J. Farrish ID 5306
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: B1-01 Self/Aggression

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Refrains from attacking self for one minute without adult restraints	Observe student for 15 seconds (use stopwatch) and record results on the chart provided. A sample chart is included. If possible note the methods he used to reach his face, e.g., rolled over and rubbed his face on bed, side or arm, or shoulder, etc. There should be no physical contace during this testing and no reinforcers used. If it becomes necessary to pull student hands away from his face, do so with as little emotion as possible and note on the chart. At the end of each week compile the daily chart results onto the provided weekly chart as evidence of the success of the program. Test the effectiveness by putting the student into the provided weekly chart as evidence of the success of the program.	Stopwatch Pudding Elbow braces Hogg chair and straps Charts

NLRC/P

Accession Number 52377

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Test the effectiveness by putting student in his chair unrestrained and note whether he can keep away from his face for a period of one minute. If he is successful at this on several occasions, then the immediate goal may be increased to: student will not attack his face for a period of two minutes without adult restraints. Be sure not to make any physical contact during this evaluation. General Recommendations: All personnel should be acquainted with use of positive and negative reinforcers and should use them whenever they make personal contact with student. One person should be with student on a one-to-one relationship for 15 minutes daily and follow through with chart procedures. Effectiveness of program should be tested at the end of each week. Chart results should be compiled at the end of each week to show graphically any progress student may be making.	

WEEKLY CHART

NAME____________________ WEEK OF July 22, 1973

Number of times off task during 15 second period.	64							
	56							
	48							
	40							
	32							
	24							
	16							
	8							
		Sunday	Monday	Tues.	Wed.	Thurs.	Fri.	Sat.

SAMPLE CHARTS

Daily Chart

Name of Adult	Date	Time	Seconds	On Task	Off Task	Notations
J. F.	7/25	2:15	1	x		
			2	x		
			3	x		
			4		x	
			5		x	
			6		x	
			7		x	Had to pull hands down
			8	x		
			9	x		
			10	x		
			11		x	
			12	x		
			13	x		
			14	x		
			15		x	Rolled over to rub face in pillow

Accession Number 52378

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52378
TITLE: Straightening Backbone While Supported in Bean Bag Chair
AUTHOR(S): J. Farrish ID 5306
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seege CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-16 Gross Motor/Self Support
11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits with assistance of Hogg chair.	Position student in his Hogg chair or any other device available in such a manner that he will not fall forward (use straps).	Hogg chair and straps Blanket, diaper or towel Objects of increasing weight Small bean bag chair Broomstick or dial rod Toys Lights Bells Food
Partially supports self with hands.	Brace student (blanket or towel) in a crawling position, knees on floor. Gently release brace so he is putting a small amount of weight on his hands keeping elbows rigid.	
Holds weighted objects to strengthen arms.	Increase the amount of weight he must support each day. Give student objects to hold (one hand at a time). Increase the weight daily, of these objects, thereby increasing the strength in his wrist, forearm and upper arm.	
Sits with hand and arm support.	Place student in a sitting position in bean bag chair so that his back and sides are supported. Place arms at his side, hands palms downward on the chair. Hold his hands there as he leans forward.	
Pulls self to sitting position with aid of bar.	Place student in supine position, hold his hands on a bar, and have him pull self to sitting position.	
Straightens back while in sitting position.	Have student on your lap in a sitting position and rub, scrape, rake, etc. his backbone to momentarily straighten his back and spine. Pull shoulders back to help position.	

NLRC/P

Accession Number 52378

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place student on floor in front of you so that his back is to you and legs are crossed tailor style in front of him. Again rake, etc. back to the point where it straightens. Repeat when student slumps.	
Sits in bean bag, straightening backbone	Student sitting, supported in bean bag chair; stimulate him with toys, lights, bell, foot, etc. to raise his head upward thereby straightening backbone and back muscles.	

Accession Number 52379

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52379
TITLE: Responding to Visual and Tactile Stimulation
AUTHOR(S): J. Farrish ID 5306
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-02 Visual Attention Span
A5-01 Tactile Acuity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Touches body parts when encouraged in front of mirror. Touches toys in same manner.	Hold hand mirror in front of student often. Point to different parts of his body. Bring his hands up to the mirror and have him touch his face. Same with foot. Verbalize constantly. Do the same with toys.	Hand mirror Toys Materials of different textures--rough smooth, soft, etc
	Do feeding, changing, playing, etc., in front of mirror always verbalizing and pointing to the mirror and to him.	Colors Jungle Gym in crib
Explores tactually various textured and colored objects.	Encourage student to explore tactually by providing him with many colors, textures and sounds. Rub his hands, face and body with different textrues, temperatures. Use bright colors.	Toys and material of birght colors Warm and cold foods and cloths
Pulls blanket to acquire object.	Place a toy in the middle of a blanket, so it is just out of student's reach. Encourage him to get the toy by pulling the blanket, thus he will learn to manipulate his environment to get what he wants.	Toys that make sounds and noises Small toy to grasp in one hand Blanket, diaper or towel
Responds to lighted objects.	Use lights to get student's attention. Flash the light on different parts of his body, on toys, on yourself. Cover the light with bright colored cellophane. Use battery-operated toys that make noise and light up.	Flashlight Battery-operated toys that light up Play-Lites from Edmond Scientific Co.

Accession Number 52380

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52380
TITLE: Feeding Self with Fingers
AUTHOR(S): J. Farrish ID 5306
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J3-04 Feeding/Eating/Finger Feeds

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Picks up food. Puts food in mouth with help. Attempts to finger feed self. Masticates food. Swallows food.	Start with simple finger food that is easy to grasp. Hold it within student's reach and encourage him to put the cookie "in your mouth." Use simple phrases indicating what he it to do and praise him constantly. As first, guide his hand to his mouth and back down again. When he bites say "good, now chew, chew, chew." It may be necessary to hold your hand over his so that he does not drop the cookie. Continue this process consistently until student is able to perform the task independently.	Finger foods Tray--to fit trunk of body

Accession Number 52381

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52381
TITLE: Responding to Speech Sounds
AUTHOR(S): J. Farrish ID 5306
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: E4-12 Sound Making/Articulation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Elicits verbal response when bathing Attend to implementer when talking. Responds to simple speech sounds.	During feeding, dressing, bathing and playing, talk to him about what he is doing and what you are doing. Name objects and parts of his body, etc. Use short sentences and only a few at a time. Be sure you have his attention before you talk. Repeat key words and phrases. "Here is your shoe. See your shoe. This is name's shoe." Be concrete. Have what you are talking about right there so the label will have meaning. Express pleasure and reward the sounds he makes. Try to imitate his sounds back to him. Babble to him using simple speech sounds such as "ma ma, ba ba, da da." Hold his hands on your lips as you do this. Form sounds close to his face so he feels your lips and vibrations. Maneuver his lips into the correct position for these sounds. Play games blowing feathers, etc. by making the 'B' sound.	Soft toys Loud toys Nursery school toys Food Feathers Small balloons Cotton balls

Accession Number 52382

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52382
TITLE: Walking Unaided on Hard and Soft Surfaces
AUTHOR(S): P. Campbell ID 5307
SOURCE: Summer Traineeship Program - Duquasne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Maintains balance from hard surface to soft.	Prompt student to walk from walk (strip linoleum to carpet), and then stand.	Linoleum with piece of carpet attached
Walks unaided from room to room.	Prompt student to walk to musical rhythms and games.	
Flexes ankle. Bends knees.		

Accession Number 52383

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52383
TITLE: Walking, Jumping and Bending
AUTHOR(S): P. Campbell ID 5307
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks with limited amount of aid in unfamiliar places.	Prompt student to walk along corridors, demanding him to one side so that he can develop sense of space and better define surroundings.	Flex board in board with 2 X 4 nailed under
Walks between two boards	Walk student between two boards.	Screens
Walks between two dividers.	Walk student between two dividers.	Music
Exercises ankle, legs knees	Employ exercises designed to move these parts of the body: ankle, legs, knees.	Cage ball
Employs animal walks	Employ animal walks, jumping, moving bending.	
Moves from a prone position to a squatting position with aid of cage ball	Lay student on stomach and move to squatting position incorporating cage ball.	

Accession Number 52384

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52384
TITLE: Walking Up and Down Stairs with Aid
AUTHOR(S): P. Campbell ID 5307
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Rides bicycle with aid. Elevates legs one at a time. Walks up and down stairs with aid.	Use bicycle to develop bending knees. Walk from grass to cement. Walk from blacktop to curb. Walk from rug to hard floor. Walk up and down curbs, steps. Cement	Bicycle (small 3-wheel) Steps Grass Blacktop Curb

Accession Number 52385

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52385
TITLE: Responding to Noises and Own Name
AUTHOR(S): P. Campbell ID 5307
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A1-01 Auditory Acuity
A1-02 Auditory Attention Span

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to noises Moves toward sound Responds to name	Make loud noises with musical instruments to get student to respond. Use first name with clap while doing walking exercises.	Record Radio Piano

Accession Number 52386

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52386
TITLE: Exploring Various Textures
AUTHOR(S): P. Campbell ID 5307
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A5-01 Tactile/Tactile Acuity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Explores objects tactually.	Assist student while exploring environment by naming things he touches; ball, hall, door, etc. Use toys and objects with a variety of textures; soft, smooth, sticky.	Toys Textured objects

Accession Number 52387

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52387
TITLE: Responding to Own Name
AUTHOR(S): P. Campbell ID 5307
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M1-05 Self-Knowledge/Responds to Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to person using his name.	Prompt student to walk to person speaking name within close range.	
Responds to name in different situations.	Use name in walking exercises. Relate name to praise he is given. Incorporate name in games and songs.	

Accession Number 52388

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52388
TITLE: Touching Various Objects
AUTHOR(S): P. Campbell ID 5307
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A5-07 Tactile Perception

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Touches objects while walking. Responds to tactile stimuli.	While walking have student touch parts of room. Implementer repeats what object is each time student touches it or uses it. Imitate what student does. Reverse process.	Sink Water Toys

Accession Number 52389

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52389
TITLE: Dressing Self with Aid
AUTHOR(S): P. Campbell ID 5307
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J9-00 Dressing/Undressing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Dresses with help.	Insist that student help. Help move arms, etc. through shirt, etc. Have student do as much as possible.	Clothing
Dresses or undresses to games	Play dressing games. Take arm part way out and see if the student will either take it the rest of the way or put it back on.	

Accession Number 52390

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52390
TITLE: Taking Small Bites and Drinking from Paper Cup
AUTHOR(S): P. Campbell ID 5307
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J2-00 Feeding/Eating J3-03 Drinking/Cup Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Eats small amounts of food with assistance.	Prompt student to eat smaller amounts.	Daily food
	Assist student.	Spoon
Drinks from cup.	Use a waxed paper cup with section cut so it doesn't touch student's nose. Allow use of jaw control. Can keep lip of cup in contact and still see (1 or 2 sips) more as student progresses.	Paper cups

Accession Number 52391

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52391
TITLE: Pushing with Hands While Supported on Case Ball
AUTHOR(S): J. Graham ID 5308
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-25 Gross Motor/Extremities

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Pushes with hands and arms moving body backward, with support.	Place student on cage ball in prone position. Support legs by holding thighs, keeping hips straight. Slowly move ball forward toward mirror to which "play foam" has been applied. Keep ball moving slowly back and forth.	Wall mirror Play foam

Accession Number 52392

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52392
TITLE: Pulling Self up on Chinning Bar
AUTHOR(S): J. Graham
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-20 Gross Motor/Stand

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Pulls self to standing position with assistance.	Place student in kneeling position in doorway with chinning bar equal to height. Place student's hands on chinning bar. Say, "Stand name," as you guide student to standing position.	Doorway chinning bar
	Place student on prone board. Increase time daily.	Prone board

Accession Number 52393

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52393
TITLE: Grasping and Removing Pegs from Pegboard
AUTHOR(S): J. Graham ID 5308
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	12-02 Fine Motor/Grasping A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Grasps peg and removes it form pegboard. Hands removed peg to implementer.	Place pegboard with pegs inserted in holes in front of student. Say, "Please give me a peg, name." If necessary, guide his hand to remove peg. Verbally praise success. When task becomes easy, gradually guide his hand to insert peg.	1" dowel Sticks 6" long

Accession Number 52394

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52394
TITLE: Throwing Bean Bags Into Container
AUTHOR(S): J. Graham ID 5308
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	11-21 Gross Motor/Throw A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place student in walker. Place round container directly in front of walker on floor.	Bean bags
Throws bean bag into a container. Demonstrates eye/hand coordination	Drop a bean bag into the container. Give bean bag to student and say, "Throw the bag into to can, name." Help him release bag if he makes no response.	Muslin bags filled with fried beans Ice cream container (5 gallon)
	Praise him if he succeeds. Gradually move can farther from walker.	

Accession Number 52395

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52395
TITLE: Finding Objects Hidden In Rice
AUTHOR(S): J. Graham ID 5308
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A5-01 Tactile Acuity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Explores objects tactually. Finds objects hidden in rice	Fill cake pan or dishpan with rice. Place hands in container to encourage student to explore. Hide small, brightly colored objects in rice. If student picks up object, share surprise and show others what he has found. Let him wear objects.	Cake pan or dishpan Package of uncooked rice Small objects

Accession Number 52396

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52396
TITLE: Grasping, Squeezing and Pressing Objects Into Dough
AUTHOR(S): J. Graham ID 5308
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-01 Fine Motor/Finger Movement
12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place student in chair at table. Put dough on table in front of him. If he doesn't touch dough, manipulate it with hands	Dough Small objects e.g., wooden beads, small blocks.
Grasps and manipulates dough with aid.	Guide his hands to press dough. With his palm up, place dough in hand.	
Squeezes dough in hand.	Squeeze hand over student's hand.	
Flattens dough.	Flatten dough.	
Presses objects into flattened dough.	Press objects in dough and talk about depressions they make. Feel depressions.	
Feels depressions		
	Recipe: 3 cups flour 1 cup salt 1 cup water/with food coloring 1 tsp. oil Mix flour and salt. Add oil and water gradually. Keep in regrigerator when not in use.	

Accession Number 52397

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52397
TITLE: Naming and Touching Body Parts in Response to Light
AUTHOR(S): J. Graham ID 5308
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M1-03 Self-Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Names gross body parts Points to body parts	Darken room. Flash light on parts of student's body and say, "Touch your arm" or "Touch your leg" or "Touch your tummy." Since this student places his hand over beam of light, he will usually touch correct part when named	Flashlight

Accession Number 52398

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52398
TITLE: Lifting Body Parts with Assistance
AUTHOR(S): J. Graham ID 5308
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M1-03 Self Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lifts body part when instructed and touched	Place student in supine position. Instruct him to lift body part that is touched. If no response, say, "Lift your arm" as it is lifted.	Mat

Accession Number 52399

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52399
TITLE: Responding to Name
AUTHOR(S): J. Graham ID 5308
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M1-05 Self-Knowledge/Respond to Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to name Points to himself during song	Sit next to student while music teacher plays "Greeting Song." Sings and guide student's hand to point to his chest as you answer, "Here I am." Repeat daily.	Teacher cited "Greeting Song" Music Activities for Retarded Children Ginglend and Stiles Abington Press, New York Piano Xylophone

Accession Number 52400

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52400
TITLE: Develope Sucking Reflex
AUTHOR(S): J. Graham ID 5308
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S):

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J3-11 Dringking/Straw Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Develops sucking reflex Uses straw when drinking juice	Place student in sitting position. Place straw in juice with finger over one end. Insert straw in student's mouth and make sucking noise, as finger is released and juice goes into mouth. Repeat until student sucks through straw	Cup of juice Large plastic straw

NLRC/P

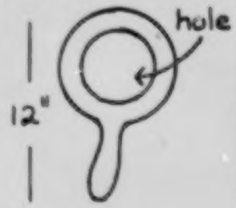
Accession Number 52401

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52401
TITLE: Uses Blowing Device
AUTHOR(S): J. Graham ID 5308
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-01 Speech and Language Development/Breath Control

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Sit facing student. Hold student's hand in front of mouth and say, "Blow, name". Blow on student's hand.	Blowing device cut from cardboard.
Blow hard enough to move strips of paper	Tell student to look at your mouth while you blow. Gently touch student's lips and say, "Blow." Blow a feather and tell him to blow feather. Hold "blowing device" between teacher and student. Blow paper strips and ask him to blow.	 Staple ½" strip of crepe paper across upper edge of hole.

Accession Number 52402

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52402
TITLE: Pulls Cloth Over Head
AUTHOR(S): J. Graham ID #5308
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J9-00 Dressing/Undressing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Puts material with hole over his head.	Demonstrate putting piece of cloth on head and pulling hole over head. Place it over student's head and guide him to pull it over his head. Next teach him to put it on head.	Rectangular piece of material with hole large enough to go over head.

Accession Number 52403

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52403
TITLE: Puts on T-Shirt
AUTHOR(S): J. Graham ID 5308
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J9-13 Dressing/Undressing/Shirts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Puts on T-shirt when both arms are through sleeves with assistance.	Put T-shirt over student's head and arms through sleeves, leaving shirt rolled under arms. Place student's hands on shirt and pull shirt down to waist saying, "Put on your shirt, name." Gradually reduce help and praise any self-help verbally.	T-shirt (student's size)

Accession Number 52404

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52404
TITLE: Uses Spoon with Assistance
AUTHOR(S): J. Graham ID 5308
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Sit behind student, slightly to one side	Semi-solid food
Picks up spoon	Instruct student to pick up spoon. Assist in putting spoon into food.	Spoon
Puts spoon into food with assistance.		
	Move food-filled spoon to about one inch from student's mouth. Wait for student to open mouth.	
	Require student to make last movement of inserting spoon into mouth.	
	Gradually reduce assistance.	

Accession Number 52405

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52405
TITLE: Employs Use of Extremities
AUTHOR(S): K. MacLeod ID 5309
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	11-22 Gross Motor/Walk 11-25 Gross Motor/Extremities

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Pulls self erect in playpen, with support.	Put student in braces. Allow student to pull self erect by using sturdy objects such as playpen, chairs, teacher's parallel bars.	Braces Playpen Chairs Parallel bars Cage ball Balance board See-saw Tricycle
Rolls back and forth on cage ball.	Work with student on cage ball holding her by arms on stomach and roll ball back and forth; turn student over on back and repeat.	
Bounces with balance beam when supported.	Hold student erect on balance board with arms extended in front of her and bounce the board.	
Uses see-saw with assistance.	Place student on see-saw with teacher behind her; raise see-saw high enough off ground so student must straighten legs, then push board up and down to have student flex and extend knees and legs.	
Turns wheels of tricycle with assistance.	Strap student's feet to pedals and help student turn the wheels of a tricycle.	

Accession Number 52406

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52406
TITLE: Uses Spoon/Finger Feeds Self
AUTHOR(S): K. MacLeod ID 5309
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J2-04 Feeding/Eating/Finger Feeding
J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Grasps spoon with assistance. Picks up spoon with assistance. Brings spoon to mouth with assistance. Swallows food Finger feeds self	Sit across from student at table with tray in front of student. Exchange position to behind student and guide student's hand with spoon or finger food to student's mouth. Leave spoon next to tray or give student finger food and encourage student to eat unaided.	Food on tray Finger food Spoon Table and chair

Accession Number 52407

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52407
TITLE: Responds to Name/Holds Attention
AUTHOR(S): K. MacLeod ID 5309
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M1-05 Self-Knowledge/Responds to Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to name.	Use student's name as much as possible when in contact.	
Maintains Eye Contact for 10 seconds.	Stay in student's line of vision and use student's name.	
	Try getting student's attention by using nickname.	

Accession Number 52408

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52408
TITLE: Raises Head on Command
AUTHOR(S): D. Morgan ID 5310
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Raises head on command	Hold student by his feet and lower to the mat, over the ball and rock back and forth. This works well with two people.	Cage ball
	Suspend from the stomach by a hammock or blanket.	Hammock or blanket

Accession Number 52409

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52409
TITLE: Raises Self
AUTHOR(S): D. Morgan ID 5310
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-02 Find Motor/Grasping
11-25 Gross Motor/Extremities

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Grasps dial rod on command	Use a dial rod and encourage the student to grasp and pull himself up toward you.	Dial rod
Pulls self up		

Accession Number 52410

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52410
TITLE: Attends to Visual Stimuli
AUTHOR(S): D. Morgan ID 5310
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A2-01 Visual Acuity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Attends to visual stimul	Use flashlight, mirror, or sunlight to try to emphasize these objects. Use birghtly colored objects such as plastic toys, animals, or pictures.	Flashlight Mirror Orange balls Red or white toys

Accession Number 52411

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52411
TITLE: Responds to Loud Noises
AUTHOR(S): D. Morgan ID 5310
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A1-01 Auditory Acuity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to loud noises.	Loud hand clap, records or radio to stimulate a type of response.	Radio Record player

Accession Number 52412

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52412
TITLE: Explores Object Tactually
AUTHOR(S): D. Morgan ID 5310
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A5-01 Tactile Acuity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Explores objects tactually.	Provide regular and pleasant experience with a variety of touch sensations, soft, fuzzy toys, ice cream, spaghetti foam rubber, sand paper, patting, hugging, kissing. Provide opportunities to smooth, rub, pinch, suck, lick, scratch, chop, bang, or pull apart objects. Use water to float a variety of objects for exploration.	Stuffed animals Foam rubber ball Sand paper Pan of water or bath tub

Accession Number 52413

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52413
TITLE: Responds to Tactile Stimulation
AUTHOR(S): D. Morgan ID 5310
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	A5-01 Tactile Perception M1-06 Self-Knowledge/Self-Identification

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to stimulation.	Use ice cubes on extremities to make student aware of body parts.	Ice cubes

Accession Number 52414

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52414
TITLE: Raises Head
AUTHOR(S): L. Demangone Unit 84 ID 5311
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies on scooter board and moves arms.	Use a scooter board to develop head control. Place the student on the scooter board in a prone position. Hold his feet and guide his movements.	Scooter board
Lies over ball and extends arms. Rocks with movement of ball.	Use a ball with student laying over it and hold his hands. With arms in extension and the rocking movement, student will develop neck muscles.	Large vinyl ball (48" dia.)
Raises head when pulling up to a sitting position.	Observe head position as student pulls up to sitting position. Head should raise.	

Accession Number 52415

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52415
TITLE: Extends Arms In Several Directions
AUTHOR(S): L. Demangone ID 5311
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-25 Gross Motor/Extremities

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Pulls arms forward in circular motion with assistance.	One at a time move student's arms in forward circular motion; elbows are bent and loose.	Large area mats
Moves hands up along side of body over head; lower in same way.	Move the hand up along the side of the body, extend it over head, then lower in same way.	
Extends arms out to side and lowers them again.	Extend the arm to full extension out at side, then lower.	
Extends arm over head and down.	Extend the arm over the head, then down.	

Accession Number 52416

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52416
TITLE: Moves Forward with Assistance
AUTHOR(S): L. Demangone ID 5311
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-07 Gross Motor/Crawl

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Moves upper trunk forward with assistance. Moves lower trunk forward with assistance. Slides knees up and moves forward with assistance.	In prone position, stretch upper trunk to move forward, then pull the lower trunk forward. Rod may be used. Slide knees up under self and push body forward.	Mats Dowel or rod

Accession Number 52417

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52417
TITLE: Rolls on Blanket
AUTHOR(S): L. Demangone ID 5311
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-14 Gross Motor/Body Roll

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lays on blanket with legs together and arms at sides.	Lay a blanket on top of a mat and lay the student on top of blanket at one end. Legs together and straight. Arms at side.	Mats Sturdy Blanket
Rolls when blanket is rolled upward.	Pick up one end of the blanket and this will force the student to roll.	

Accession Number 52418

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52418
TITLE: Extends Legs In Circular Movement
AUTHOR(S): L. Demangone ID 5311
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-14 Gross Motor/Body Roll

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lays on back. Draws knees to chest and extends them in circular movements.	Place student on back, draw knees up to chest, then extend or thrust out straight. But student is to make circular movements.	Mats
Lies on stomach. Bends knee. Draws knee up to hip and extends leg out.	Place student on stomach, bend the knee and draw it up along side of body on floor until in line with hip, then extend.	

NLRC/P

Accession Number 52419

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52419
TITLE: Grasping Exercises
AUTHOR(S): L. Demangone ID 5311
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Moves hands from side to side.	Move student's hand freely from side to side.	Rattles Small toys Rhythm instruments Plastic bottles Foam rubber Sponge balls
Rotates hand in a circular motion.	Rotate student's hand in a circular motion a to the left b to the right.	
Moves wrists as to screw and unscrew lids.	Move student's wrist as to screw and unscrew lids.	
Shake, rattle, pound, pick, drum, rhythm instruments.	Shaking, rattling, pounding, picking, drumming, dropping an object, rolling an object, pushing an object, stacking, pouring, squeezing, winding, catching, reaching, placing, moving an object.	
Drop, roll, push, stack, pour, squeeze, wind, catch, reach, place, or move appropirate objects.		

Accession Number 52420

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52420
TITLE: Gains Control of Small Finger Muscles
AUTHOR(S): L. Demangone ID 5311
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 12-01 Fine Motor/Finger Movement

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Use large cubes to illustrate stacking and placing.	Stacking cubes
		Cylinder blocks
Removes and replaces cylinders from stacking	Guide student in removing and replacing the cylinders	Sponge
Uses small finger muscles	Prompt student to grasp each knob with the thumb, index and middle fingers.	Basin (2)
		Pitcher (1)
Squeezes sponge and transfers water from one basin to another.	Basins are placed next to each other. Pour water into left basin. Gently press sponge to absorb the water. Transfer and squeeze into other basin. Repeat.	Cloth for drying
		Apron
Transfer beans from one ptcher to another	Pour beans into 2nd pitcher. Repeat. Beans should flow over lip of one pitcher into the center of the 2nd.	Pitchers (2)
		Hard round beans
Gains control of small finger muscles		

Accession Number 52421

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52421
TITLE: Responds to and Imitates Sounds
AUTHOR(S): L. Demangone ID 5311
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M2-00 Social Interaction

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to sounds	Associate sounds with gross motor movements. The sounds may be vowels, consonants, or combined. Rock in a chiar "ah ah" or hum. Saw a board "iii or eee" Winding a spool any vowel and change pitch Cranking a toy "mmmm"	Objects Toys Corresponding objects or toys
Imitates sounds	As soon as student imitates sounds, pick up the sound, make a game of playing the sound back and forth. Spend weeks playing with the sounds. Elongate them, vary the pitch or volume, and then combine: "aaa-eee", "aaa-eee".	

Accession Number 52422

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52422
TITLE: Bathes/Demonstrates Confidence in Water
AUTHOR(S): L. Demangone ID 5311
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J4-01 Grooming/Bathing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Becomes accostumed to being wet.	Place student in a sitting position and gently splash some water over student's face so she can get used to being wet all over.	Bath tub (water 3" deep) Toys
Fills plastic bottles and empties water afterwards.	Prompt student to fill plastic bottles up and then pour the water out.	Empty plastic bottles
	Express pleasure with student's efforts, "That was great!"	Swimming cap
Moves forward and backward in water with support.	Place in supine position and put your hands under student's head to support her and then move her backwards and forwards.	Teacher cited: Eva Bory - "Teaching Children to Swim" Paul Hamlyn Pty. Ltd. New York
Kicks and hand splashes water.	As confidence grows, direct kicking of legs and splashing with hands.	

Accession Number 52423

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52423
TITLE: Maintains Balance
AUTHOR(S): C. Malagan ID 5312
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place student in supine and prone position.	Mattresses
		Mats
Stays on moving vechicles more often than not.	Roll/move crib. Lay student upon moving flat surfaces.	Pillow
	Elevated and flat.	Bench
	Play "airplane". Vary surfaces. Reduce mat size. Increase height. Increase speed.	2 Mats Gross motor cushions
Catches all with hands/ feet when experiencing different modes of activity.	Lay student on stationary, round surface. Hold body; hold arms only; hold hand/feet; hold one hand/foot; Independent.	Pillows
	Rock object	Cage ball
	Roll object	Crawling
	Swim	Cylinder
	Vary direction	Beach ball
	Reduce ball size	Large stuffed animal
	Increase area	
	Increase speed	

Accession Number 52425

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52425
TITLE: Balances Body while Standing on Various Surfaces
AUTHOR(S): C. Malagan 5312
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	11-01 Gross Motor/Balance 11-20 Gross Motor/Stand

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Balance entire body while standing on various planes and surfaces.	Prompt student to stand in bed and then move floor often. Increase time. Prompt student to: stand on one foot, stand on ledge, stand on bike rack, holding until support is unnecessary. Expose student to riding in an elevator. Prompt student to stand between papallel bars, Increase distance until student can no longer reach. Gradually increase height and separate bars.	Bed Curb Elevator Parallel bars Two brooms Two large beams Balanced beams Stacked books Scrap wood

Accession Number 52426

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52426
TITLE: Maintains Balance while Remaining Mobile
AUTHOR(S): C. Malagan ID 5312
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Swings and sways into different positions	Encourage student to swing in familiar and unfamiliar medium	Crib
	Encourage student to swing left-right while sitting in a glider	Swing Rocking chair
Sways to music	Encourage student to sway to music, soft, slow, loud, fast, vary tempo.	Blanket Trampoline
Walks with obstacle with support; gradually without support.	Encourage student to walk with left foot on floor and right foot on pillow. Increase obstacle; increase distance, decrease support.	Glider Balance rocker
	Do not lead, hold one hand low at your side. Student must balance self.	Pillows/mats Curb
Walks in narrow areas at increasing distances.	Put non-slip bath-porcelain stick onto bottom of shoe and walk in narrow areas.	Candy or food Bottle
	Increase distance and hold hand slightly	
Walks to stimuli	Encourage student to walk to candy; to a person.	
	Increase steps and decrease motivation.	
Walks from one person to another.	Then encourage student to walk from person to mother; person to candy; person to person; wall to mother; wall to person; wall to candy; wall to toy; wall to activity.	

Accession Number 52427

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52427
TITLE: Walks Independently
AUTHOR(S): C. Malagan ID 5312
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-22 Gross Motor/Walk
11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks three more steps independently on various surfaces.	Walk on varied surfaces for confidence and agility. Encourage student to walk: to aide for juice, to aide for a hug, to room to play, to elevator for outdoors, to aide for diaper change. Decrease motivation until student desires to walk for mobility.	Floor mats Concrete Concrete with pebbles Cobblestones Grass Mud Wet surface Incline surface

NLRC/P

Accession Number 52428

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52428
TITLE: Grasps Objects with Both Hands
AUTHOR(S): C. Malagan ID 5312
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Grasps objects with both hands consistently.	Provide situations where student must hold and not lean. Prompt student to keep hands on handles stand in/at crib railings. Encourage student to hold projections from any item. Allow student to experience riding in moving things and holding onto the available areas. Use grasp-size items in and above crib; attached to walker; to carry; to play with. Encourage an up-down motion with grasping. Ask student to bang on floor; shake; open and close boxes.	Cash register Walker Crib Elevator Halls Door handles Dresser handles Coat hooks Monkey bars Gym set bars Sponges Clay Squeeze toys Rattle Doll arms and legs Stick Ball Cup Plastic jar filled w/beans Colored water in jar with candy Rhythm instruments Jack-in-the-box

Accession Number 52429

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52429
TITLE: Grasps Items with Both Hands
AUTHOR(S): C. Malagan ID 5312
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Grasps and picks up items with both hands.	Play peek-a-boo with the student using items to the right. Work and play with eye-appealing objects requiring eye contact.	Sheets Shirt Bib Cardboard Cylinder Cup with hole in bottom Cup covered with aluminum foil Plastic picture frame Baggie Plexiglass Round mirror Doll's face Snow scene paperweight

Accession Number 52430

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52430
TITLE: Grasps Cup/Sips from Cup
AUTHOR(S): C. Malagan ID 5312
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-02 Fine Motor/Grasping
J3-09 Drinking/Sipping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Tastes food	Let student taste food and set food down	Half an orange
		Any fruit
Observes demonstration	Demonstrate.	
		Half potatoe
Tastes drops from rim	Allow student to taste drops on paper cone rim.	
		Popcorn ball
Tilts head and opens cup and sips with assistance.	Help open mouth with hand, tilting head if necessary.	(Easy to hold and round foods)
		Ice cream
	Try the same with drops in cup.	
		Juices
	Surround student with self-fed students.	
		Icing
Shuttles hands around cup and sips with assistance.	Shuttle hands around cup.	
	Set cup down after each sip.	

Accession Number 52431

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52431
TITLE: Lifts and Drinks Independently from Cup
AUTHOR(S): C. Malagan ID 5312
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J3-03 Drinking/Cup Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Stand behind student and guide hands, or tape hands to cup, or cups in crib.	Chocolate milk
		Pop (Soda)
Sips from cup with assistance.	"One sip" drinks at first.	Very soft ice-cream
Watches drinking through mirror.	Drink in mirror, then increase amount of liquid.	Juice
	Decrease motivation and praise independence, do not scold spills and give minimal aid.	Milk
		Water
		Plastic cup

Accession Number 52432

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52432
TITLE: Walks with One Hand Support
AUTHOR(S): S. Nassau ID 5313
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands with support	Have two people hold student in standing position; decreasing support gradually.	
Walks with assistance, raising and moving legs when tapped.	Have two people walk with the student having one tap the left leg until it moves independently.	
Gradually continues walking with less support.	Then withdraw support and increase steps.	
	Tap each foot each time it is to be used so it lifts off the ground.	

Accession Number 52433

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52433
TITLE: Shows Eye/Hand Coordination with Right Hand
AUTHOR(S): S. Nassau ID 5313
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF 12-02 Fine Motor/Grasping
LEARNING OBJECTIVES: A2-09 Visual Motor Intigration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Grasp with left hand Shows eye/hand coordination with right hand.	Place materials at right in front of student and first demonstrate the task and gradually withdraw aid.	Squeeze toys Sponges Large peg board Pull-out puzzles

NLRC/P

Accession Number 52434

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52434
TITLE: Increases Attention Span
AUTHOR(S): S. Nassau ID 5313
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A2-02 Visual Attention Span

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Increases attention span	Begin with a base time of three minutes for any fine motor task and increase the time spend on the task in four-minute steps.	

Accession Number 52435

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52435
TITLE: Responds to and Locates Sound
AUTHOR(S): S. Nassau, ID 5313
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A1-09 Auditory/Auditory Localization

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Have four persons place the same instruments in different parts of the room	Bells Tambourines
Responds to sound and locates the sound.	Then ring instruments and see if student can locate sound source without visual cues.	
	Begin by indetifying position and then withdrawing aid.	

Accession Number 52436

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52436
TITLE: Discerns Different Sensations
AUTHOR(S): S. Nassau Unit 84 ID 5313
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J8-17 Safety/Sharp Objects

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Determines differences between sharp and dull. Determines differences between hot and cold. Determines differences between safe and unsafe objects.	Concentrate on differences such as sharp and dull, hot and cold, for safety purposes. Relate process to other unsafe objects. Solicit a positive response for safe objects and negative response for unsafe objects.	Knives Nails Water Soft material Spoon

Accession Number 52437

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52437
TITLE: Names and Locates Body Parts
AUTHOR(S): S. Nassau ID 5313
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M1-03 Self Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Names and locates body parts with help.	Work in front of a mirror and name all the body parts pointing to them simultaneously.	Mirror
Names and locates body parts independently.	Gradually withdraw all visual aids until student knows where all of his body parts are located.	

Accession Number 52438

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52438
TITLE: Vocalizes Phonemes
AUTHOR(S): S. Nassau ID 5313
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: E4-11 Speech and Language Development/Sound Imitation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to sounds. Imitates sounds.	Encourage sound production by imitating phonemes already in the language that the student is making; then begin to shape vocalization into other phonemes.	

Accession Number 52439

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52439
TITLE: Feeds Self with Spoon
AUTHOR(S): S. Nassau ID 5313
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Holds spoon.	Have student hold the spoon with the feeder for one week during the entire meal.	Cereal Table
Dips spoon into food.	Have student dip spoon into food every third bite until student can get the food independently.	Spoon Food
Brings spoon to mouth and eats independently.	Have student bring food to mouth every third bite until independent eating is achieved.	

NLRC/P

Accession Number 52440

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52440
TITLE: Relinquishes Object on Command
AUTHOR(S): S. Nassau ID 5313
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-05 Social Interaction/Play
M2-07 Social Interaction/Relationships to Peers
M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Relinquishes an object to another student on command.	Develop sharing by first letting student use the object, then take it and give it to another student for five minutes, not permitting student to grab it away. Then return the object to student gradually letting the student relinquish the object by verbal command and waiting for its return.	Any object Toy

Accession Number 52441

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52441
TITLE: Pushes Ball and Chair Around Room
AUTHOR(S): B. Stiddard ID 5314
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks with support	Stand student supported with hands against large ball or wheel chair.	Cage ball Wheel chair
Pushes objects with assistance	Move object forward so student must follow it to maintain support and balance.	Walker or stroller weighted down
	Later stand behind student and encourage and aid him in pushing ball or wheel chair around the room.	

Accession Number 52442

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52442
TITLE: Walks with Support from Implementer
AUTHOR(S): B. Stiddard ID 5314
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-22 Gross Motor/Walk
11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks with support from implementer.	Walk student outdoors frequently holding him under arms while walking behind.	
Walks with support from railings.	Have student walk using railings.	
Walks independently.	Place student in standing position and allow him to balance independently.	

Accession Number 52443

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52443
TITLE: Holds Head Erect/Attends to Visual Stimuli
AUTHOR(S): B. Stiddard ID 5314
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Raises head with support.	Often raise student's chin with hand whenever student bends forward.	Toys
Keeps head erect independently.	Have student clap hands above eye-level. While lifting head, look at him.	
Attends to visual stimuli and raises head.	Show moving toys or windmill above eye level so student must hold head erect to see them.	

Accession Number 52444

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52444
TITLE: Squeezes Various Objects
AUTHOR(S): B. Stiddard ID 5314
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Squeezes water sponge with aid. Squeezes water sponge independently. Squeezes more difficult objects independently.	Have student squeeze water sponge with aid until he can do task independently. Encourage student to squeeze water from cloth independently. Encourage student to squeeze rubber toys that make sounds (begin with softer toys and continue to ones more difficult to squeeze).	Water sponge objects varying in squeeze potential

Accession Number 52445

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52445
TITLE: Claps Open Hands, Then Fists
AUTHOR(S): B. Stiddard ID 5314
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 12-01 Fine Motor/Finger Movement

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Claps hands.	Begin with prompting student to clap.	
Forms a fist	With teacher's aid, have student make fist with one hand.	
Claps fist with other hand.	Clap fist against opposite open hand. Alternate hands.	

Accession Number 52446

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52446
TITLE: Uses Finger of Right Hand in Pincer Movements
AUTHOR(S): B. Stiddary ID 5314
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 12-01 Fine Motor/Finger Movement

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses fingers of right hand in pincer movements.	Using musical toy with dial, guide student's fingers to turn dial to produce music. Encourage independent action.	Teacher cited: Fisher-Price Musical Transistor Radio

Accession Number 52447

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52447
TITLE: Explores Objects of Varying Textures Tactually
AUTHOR(S): B. Stiddard ID 5314
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A5-01 Tactile Acuity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Explores objects tactually	Allow student to explore objects of varying textures or use texture book.	Textured objects

Accession Number 52448

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52448
TITLE: Responds to Own Name
AUTHOR(S): B. Stiddary ID 5314
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M1-05 Self Knowledge/Responds to Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to own name	Reward with food or candy when student turns and gives eye contact when his name is called.	Candy or food

Accession Number 52449

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52449
TITLE: Drinks Liquid from Cup
AUTHOR(S): B. Stiddard ID 5314
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J3-01 Drinking/Accepts Cup

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Drinks liquid from a cup when held by aide.	Bring cup to mouth and place rim on lower lip (not between teeth). Allow small amounts to pass into mouth at regular intervals. Control lower lip by placing index finger of free hand under student's lip.	Cup Liquid

Accession Number 52450

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52450
TITLE: Reaches for Objects/Crawls
AUTHOR(S): J. Steward ID 5315
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-07 Gross Motor/Crawl

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Maintains a crawling position.	Position student with knees and hands on floor.	Mat
Reaches for object one hand at a time.	Using toy, have student reach, using one hand, then other.	Colorful or favorite toy of student
Lifts one knee at a time	Lift knees one at a time.	Crawler
	Position daily, allowing student to do tasks as he is able.	
Moves crawler towards toy.	Place in crawler and move to toy.	

Accession Number 52451

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52451
TITLE: Holds Musical Instrument on Command
AUTHOR(S): J. Steward ID 5315
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Grasps instruments	Place instrument in hand and hold until student grasps.	Rhythm band instruments
Holds an object on command.	Increase holding time until student can hold, then release on command	Piano
Holds instrument and shakes to music with assistance.	Holding student's hand with instrument, shake with music	Records

Accession Number 52452

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52452
TITLE: Scribbles in Circumscribed Area
AUTHOR(S): J. Stewart ID 5315
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	12-04 Fine Motor/Manual Dexterity A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Scribbles spontaneously.	Allow student to scribble on large sheet of paper with a magic marker or big crayons.	Magic marker Crayons
Scribbles in a specified area.	Enclose an area on paper and guide student to mark only in that area.	Large sheets of paper
Imitates vertical lines on paper.	Have student imitate making only one verticle line at a time on paper.	

Accession Number 52454

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52454
TITLE: Discriminates Self from Others
AUTHOR(S): J. Steward ID 5315
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	M1-05 Self Knowledge/Responds to Name M1-06 Self-Knowledge/Self Identification

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to self image.	Place student in front of mirror so only he is visible.	Mirror
Responds to name.	Ask "where is Name?", then touch image.	
Discriminates self from others.	Using another student repeat above.	

Accession Number 52455

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52455
TITLE: Transfers Finger Food from Bowl to Mouth
AUTHOR(S): J. Steward ID 5315
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) · P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-04 Feeding/Eating/Finger Feeds

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Transfer finger food from bowl to mouth when guided.	Using various foods that the student likes, guide his hand in picking up then placing in mouth.	Soft cookies Large cereal pieces Food that will not crumble easily

Accession Number 52456

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52456
TITLE: Demonstrates Various Motor Abilities
AUTHOR(S): D. Kowalsky ID 5316
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	11-01 Gross Motor/Balance 11-22 Gross Motor/Walk 11-10 Gross Motor/Hop

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Use praise lavishly.	Steps
	Walk student on variety of surfaces.	Ladders
	Let student use steps and curbs.	Curbs
Walks on steps, curbs, line.	Walk curbs, lines.	Grass
	Use vestibular board.	Gravel pavement
Hops and jumps.	Play hop scotch or jump rope.	Sand
Maintains balance.		Balance beam
		Large plank of wood
		Jump rope

Accession Number 52457

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52457
TITLE: Run In Place Maintaining Balance
AUTHOR(S): D. Kowalsky ID 5316
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-15 Gross Motor/Run

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Runs in a coordinated manner	Allow student to run in place, in a group, through obstacles, in relay races, or on a measured field.	Teacher cited:
Maintains balance	Use music for stimulation.	Kimbo Sing and Do records
		Field obstacles poles
		Markers
		Arches around chairs and trees

Accession Number 52458

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52458
TITLE: Jumps Through Variety of Obstacles
AUTHOR(S): D. Kowalsky ID 5316
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-11 Gross Motor/Jump

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Jumps in various ways and maintains balance. Jumps through a variety of obstacles	Use different animal jumps, e.g., snake, kangaroo, rabbit. Prompt student to jump in and out of tires, or hoola hoop. Use a tampoline. Prompt student to jump through a variety of obstacles in a sequential manner. Give praise and reward.	Teacher cited: Kimbo Sing and Do records Tires Hoola Hoops Trampoline

Accession Number 52459

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52459
TITLE: Skips to Records and Trhough Obstacles
AUTHOR(S): D. Kowalsky ID 5316
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-18 Gross Motor/Skip

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Skips without aid to games.	Use records and play skipping games.	Teacher cited: Kimbo Sing and Do records
Maintains balance while skipping through various obstacles.	Have students skip through obstacles such as tires, water, sand, grass, etc. Reinforce frequently with verbal praise and affection.	Records Tires Water Sand

Accession Number 52460

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52460
TITLE: Colors, Cuts, Pastes/Pincer Crasp
AUTHOR(S): D. Kowalsky ID 5316
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) · P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-09 Visual Motor Integration
12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Praise and give affection.	Crayons
Copies squares, triangles and circle.	Prompt student to copy squares, triangles, circles.	Paper Laces
Colors within lines.	Prompt student to color in lines.	String beads
Strings beads and forms a pattern.	Prompt student to string beads and then string beads in a pattern.	Paste
Pastes small pieces of paper.	Prompt student to use paste to make mosaic of torn paper.	Paint Brush
Paints paper objects.	Let student paint paper objects in bright colors.	Plastic jars (nail polish makes a nice paint in a small container)
Opens and closes scissors	Prompt student to open and close scissors.	
Cuts along line	Prompt student to cut on a thick line on paper.	Scissors
Cuts out pictures.	Prompt student to cut out pictures for a mural.	Magazines Old cards
Cuts out shapes and designs.	Prompt student to cut out shapes and designs.	
Makes a puzzle.	Prompt student to cut out and make puzzle.	

Accession Number 52461

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52461
TITLE: Matches Objects of Similar Texture
AUTHOR(S): D. Kowalsky ID 5316
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A5-03 Tactile Discrimination
A5-05 Tactile Matching

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Explores objects tactually	Provide student with a variety of touch sensations. Encourage him to smooth, pinch, suck, lick, clap, bang or pull apart.	Saw Sponge Nail Rocks Clothing Wood Fur Metal Wood Foam Rubber Wet and Dry Ice Fabric Hot Water Bottle Sandpaper Popsicles Emory Boards Ice Cream Pudding Silk Jelly, Peanut Butter Velvet Paste Glasses Gum Scissors Taffy Needles Pencils Rulers
Selects object from bag and hands each to teacher	Let student explore several objects, then place in a bag and ask student to hand you one.	
	Use constant praise and warn student of possible danger of hot, sharp, etc.	
Matches like objects by texture.	Encourage student to match those objects which are hot and cold; sticky; hard and soft; wet and dry; rough and smooth; sharp and dull	

Accession Number 52462

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52462
TITLE: Vocalizes and Verbalizes
AUTHOR(S): D. Kowalsky ID 5316
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) · P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: E4-05 Speech and Language Development/Expressive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Encourage student to vocalize and verbalize.	Books
Responds to object	Hold object up; state what it is and wait for response, reward.	Any items in specific area:
	Enclurage use of syllables and combination of syllables.	Dish Knife Fork
Repeats words	Repeat all words as you look at her and wait for her to repeat them: pop - eat, 1 - 2, colors - red - blue	Cup, etc. Tape recorder
Responds to questions about pictured objects	Use picture item, and word, when possible (green comb) - picture and comb both green. Ask questions that encourage a response.	Tape of environment sounds Tape of student's responses
	Use a tape recorder for reinforcement.	Teacher cited:
Repeats sounds from recordings	Tape sounds, say word and get student to repeat (dog barking, water running, T. V., man, baby crying, etc.)	Cleft Plate by Westlake Ruterford Prentice-Hall, Inc. Englewood Cliffs New Jersey
	Praise and reward.	

Accession Number 52463

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52463
TITLE: Demonstrates Mobility/Acclimates to Surrounding
AUTHOR(S): D. Kowalsky ID 5316
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J8-00 Safety

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to be mobile. Demonstrates knowledge of surroundings.	Escort the student to the playroom, bedroom, bathroom, office, shower, etc. repeatedly until he can guide you. Escort student to lobby, dining room, nursery and other units until he can guide you. Escort student around institution adding different buildings, lodge, clinic, etc., until he knows all areas and can lead you. Let student go alone but observe to make sure he does not err.	

Accession Number 52464

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52464
TITLE: Completes Assigned Tasks with Confidence
AUTHOR(S): D. Kowalsky ID 5316
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-13 Social Interaction/Responsibility

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Puts away toys	Reward and praise student as he helps put away toys.	Dishes Silver
Makes beds with assistance.	Have the student assist in making beds until he can do them alone.	Ingredients for Jello
	Reward frequently.	Puzzles
Follows directions	Start with simple directions: "Come here and sit down," until he follows all directions.	
	Use simple directions and help to clean up until student can do it on his own.	
	Tell student to do a familiar task.	
	Assign task for clean-up area.	
Chooses and completes tasks.	Give child opportunity to choose tasks: set table make jello complete puzzle	
	Reward frequently.	

Accession Number 52465

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52465
TITLE: Folds Horizontally and Diagnally
AUTHOR(S): D. Kowalsky ID 5316
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: K1-06 Prevocational/Folding

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Folds by halves.	Sit beside and teach student to fold in half using items to right. Let her do it with you, then alone.	Diaper Towel
Folds by thirds.	Teach her to fold in thirds, horizontally, diagonally.	Paper
Folds horizontally and diagonally.	Praise and reward frequently.	Washcloth

Accession Number 52466

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52466
TITLE: Sorts Items Unassisted
AUTHOR(S): D. Kowalsky ID 5316
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: K1-20 Prevocational/Sorting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sort items unassisted by color, size, shape, and finally by design.	Sit up and teach student to sort socks, crayons, etc., first by color and then by size, shape and design. Praise and reward frequently.	Socks Colored crayons Large and small socks and crayons Blocks Sticks

Accession Number 52467

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52467
TITLE: Matches Like and Unlike Objects
AUTHOR(S): D. Kowalsky ID 5316
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: K1-11 Prevocational/Matching

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Matches items that are alike. Matches items that are different. Matches items in pairs. Matches items that fit together.	Reward and praise. Encourage student to match items that are alike, different, pairs, things that fit together.	Cups Saucers Knives Forks Spoons Sugar Creamer Nuts and bolts Sheets Bed

Accession Number 52468

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52468
TITLE: Makes Bed
AUTHOR(S): D. Kowalsky ID 5316
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: K3-07 Activities of Daily Living/Bed Making

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Reward and praise.	Sheets
Folds top sheet.	Have student fold top sheet down until small, then fold in half and remove.	Bed
Folds bottom sheet.	Repeat for bottom.	
Places sheets in laundry.	Place in laundry.	
Makes bed.	Reverse to make bed.	

Accession Number 52469

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52469
TITLE: Charts Elmination Pattern
AUTHOR(S): D. Callahan ID 5317
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J1-02 Toileting/Elimination Pattern

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Indicates by gestures desire to eliminate when physically motivated	Chart student's toilet habits for a long enough period of time so that a pattern is seen.	Bathroom or tiolet area
	From this pattern, set up a time schedule.	
	According to time schedule, take student to toilet area at proper time.	
Eliminates	Encourage and allow student to eliminate.	
	Between elinimation times, keep student dry and clean so that she will become uncomfortable when soiled.	
indicates by gestrue desire to be taken to the bathroom.	Repeat schedule until student develops a successful pattern and indicates by gestures her desire to be taken to the bathroom area.	

Accession Number 52470

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52470
TITLE: Removes Clothing Successfully
AUTHOR(S): D. Callahan ID 5317
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J9-11 Dressing/Undressing/Shoes J9-12 Dressing/Undressing/Shoe Laces J9-04 Dressing/Undressing/Cooperates Activety

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Removes shoes properly with help.	Demonstrate to the student how to remove shoes by placing your hand over the student's hands while performing the task. Gradually withdraw hand and aid.	Shoes with laces Clothing
Removes shoes from half off position. Removes shoe from heel. Removes shoe from heel half way out.	Encourage student to remove shoe: when shoe is half off, when heel is all the way slipped out, when heel is slipped half-way out, with loosened laces.	
Loosens laces and removes shoe independently.	Encourage student to loosen laces and remove shoe independently.	
Observes demonstration of undressing.	Demonstrate to the student the process of undressing.	
Imitates	Encourage student to imitate process.	
	Only attempt to meet success with one piece of clothing at a time.	
	Only when the student has mastered removal of one type of clothing, should you begin with another type of clothing.	

Accession Number 52470

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52470
TITLE: Removes Clothing Successfully
AUTHOR(S): D. Callahan ID 5317
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J9-11 Dressing/Undressing/Shoes
J9-12 Dressing/Undressing/Shoe Laces
J9-04 Dressing/Undressing/Cooperates Activety

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Removes shoes properly with help.	Demonstrate to the student how to remove shoes by placing your hand over the student's hands while performing the task. Gradually withdraw hand and aid.	Shoes with laces Clothing
Removes shoes from half off position. Removes shoe from heel. Removes shoe from heel half way out.	Encourage student to remove shoe: when shoe is half off, when heel is all the way slipped out, when heel is slipped half-way out, with loosened laces.	
Loosens laces and removes shoe independently.	Encourage student to loosen laces and remove shoe independently.	
Observes demonstration of undressing.	Demonstrate to the student the process of undressing.	
Imitates	Encourage student to imitate process.	
	Only attempt to meet success with one piece of clothing at a time.	
	Only when the student has mastered removal of one type of clothing, should you begin with another type of clothing.	

Accession Number 52471

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52471
TITLE: Squeezes Balls; Crumples Paper
AUTHOR(S): D. Callahan ID 5317
SOURCE: Summer Traineeship Program - Duquesne Univ
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-02 Fine Motor/Grasping
12-05 Fine Motor/Thumb Finger Opposition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Extends both arms.	Play ball with the student, rolling or tossing a large ball to her.	Large plastic or rubber ball Small pet's ball Small sponge ball Foam balls Plastic containers Bells Rattles Squeeze toys Newspaper Rhythm band instruments
Picks up ball with both hands.	Insist that student pick up the ball using both hands.	
	Encourage her to extend both arms to catch, throw or pick up ball.	
	Demonstrate squeezing a small pet's ball (makes noise when squeezed).	
Squeezes ball using full right hand grasp.	Allow student to perform task with right hand.	
Uses right hand only.	Insist she use right hand by holding her left hand.	
	Discourage her pressing ball against any other part of body to produce sound.	
	Allow student to experiment with different sizes and shapes of sponges.	
Observes demonstration of using sponge.	Demonstrate how sponge fills with water and can be squeezed out.	
Fills sponge with water and squeezes the water into a container.	Encourage student to do the task by placing your hand over hers and squeezing. When student can do the task, hold her left hand so that she must use the right hand to squeeze water out of the sponge.	

NLRC/P

Accession Number 52471

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes demonstration of crumpling paper.	Demonstrate crumpling paper with two hands, then one hand.	
Grasps singel sheet of paper with right hand.	Allow student to repeat task. When crumpling is mastered, the student may toss balls of paper into a container, thus producing and extending position of the right arm.	
Crumples paper with full right hand grasp.		
Tosses balls of paper into a container.		
Grasps handle of object with right hand (pincer grasp) and shakes it to produce ringing.	Give the student various size objects to pick up, shake and produce a sound. Begin with large handled objects and gradually work down to smaller handled objects so that student must use a finger and thumb pincer grasp.	
	Hold left hand to encourage use of right hand.	

Accession Number 52472

NLRC/P

SER-LARS Report E 3
Instructional Methods

ACCESSION NUMBER: 52472
TITLE: Walks with Support
AUTHOR(S): J. Dietrich ID 5318
SOURCE: Summer Traineeship Program - Duquesne Univ
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks pushing wheelchair for support.	Have student walk increasingly long periods of time (30-50 steps) pushing her wheelchair as she is successful 10 out of 10 times	Wheelchair Walker Aluminum crutch
Walks with walker as support.	Allow student to use a walker increasing the amount of time and number of steps gradually. Do not allow student to use people for support.	
Walks with crutch as support.	Continue to decrease student's support after 10 out of 10 successful tries from wheelchair to walker to aluminum crutch and cane.	

Accession Number 52473

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52473
TITLE: Strings Large and Small Beads
AUTHOR(S): J. Dietrich ID 5318
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 12-04 Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Strings large beads.	Encourage student to string beads.	Large beads
Strings small beads.	Start with large beads and reward for any accomplishment.	Small beads
		String

Accession Number 52474

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52474
TITLE: Uses Kitchen Utensils Successfully
AUTHOR(S): J. Dietrich ID 5318
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses spoon successfully. Uses fork successfully.	Work with student on each utensil individually until she is successful 10 out of 10 times with each one.	Knife Fork
Alternates spoon and fork usage as necessary.	Encourage student to use the spoon and fork, switching when it is appropriate to do so.	Spoon Glass
Finally work with her on using a knife successfully.	Finally work with her on using a knife successfully.	Plate Applesauce Meat Potatoes Vegetables

Accession Number 52475

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52475
TITLE: Memorizes Numbers and Letters
AUTHOR(S): J. Dietrich ID 18
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	D1-01 Readiness/Alphabet F1-08 Numeration/Numeral Recognition D1-20 Readiness/Letter Recongnition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Successfully repeats blocks of the alphabet and numbers 10 out of 10 times.	Encourage student to memorize blocks of the alphabet and numbers, using a reinforcer and reward system of M & M's or cereal and repetition. Encourage student to memorize each number and letter so that after much repetition she will say it without prompting.	Blocks with numbers and letters on them.

Accession Number 52476

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52476
TITLE: Uses Crayons In Meaninful Way
AUTHOR(S): J. Dietrich
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses crayons in a meaningful way.	Using a reinforcer and reward system of M & M's or cereal and repetition, encourage student to use a crayon meaningfully by guiding her hand while drawing simple pictures. Reward her for any drawings she does on her own.	Very thick crayons

Accession Number 52477

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52477
TITLE: Draws Stick Figures or Circles Successfully
AUTHOR(S): J. Dietrich ID #18
SOURCE: Summer Training Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Successfully draws a stick figure or circle 10 out of 10 times.	Using a reinforcer and reward system of M & M's or cereal and repetition encourage student to use a pencil and meaningfully guide her hand while drawing simple pictures.	Thick pencils

Accession Number 52478

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52478
TITLE: Identifies Animals from Pictures
AUTHOR(S): Summer Traineeship Program - Duquesne Univ.
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	A1-06 Auditory Discrimination A2-06 Visual Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Name or identify each animal	Start by having student identify a few sounds or pictures at a time. Then put them together, a few at a time and continue reinforcing and repeating until she knows all the animals and what they sound like.	Animal sounds Children's books for pictures

Accession Number 52479

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52479
TITLE: Matches Appropriately Sizes, Colors and Shapes
AUTHOR(S): J. Dietrich ID #18
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: D1-14 Readiness/Match

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Matches appropriate: Sizes Shapes Colors	Start to introduce student to various objects (blocks, construction paper, figures on a background color) and teach her the names, shapes, colors and size of each. Through reinforcement (slowly) teach her to match only after she is familiar with all the individual characteristics of each one.	Various shapes of: Blocks Circles Squares Triangles In various sizes and colors

Accession Number 52480

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52480
TITLE: Names and Touches Body Parts Upon Request
AUTHOR(S): J. Dietrich ID #18
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M1-03 Self-Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Names and touches body parts upon request.	Demand student's full attention by slapping gently but firmly on the tray of her wheelchair. Then quickly ask her where her nose is, etc. If she responds inappropriately, pick up her finger and point to the part and identify it for her, having her repeat the name after you.	Candy reinforcers

Accession Number 52481

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52481
TITLE: Learns Names/Uses them Appropriately
AUTHOR(S): J. Dietrich ID #18
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M2-02 Social Interaction/Awareness of Others

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Learns names of others	Encourage student to answer the question "What's my name?"	Pretzels
Uses names appropriately	If answer is inappropriate, say "My name is (name of implementer)." Repetition and reinfrocement with pretzels and M & M's are helpful for reinforcement. Follow this procedure for others as well.	M & M's

NLRC/P

Accession Number 52482

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52482
TITLE: Developing Self Grooming
AUTHOR(S): E. Clark ID #19
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-02 Social Interaction/Awareness to Others
M2-06 Social Interaction/Relationship to Adults

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Gives positive and attentive responses to implementer.	Simulate the daily grooming experience each morning. Wash the student's face, neck, arms and legs, first with a wet paper towel and then repeat procedure with a dry paper towel. Brush hair increasing the time on each occasion. Use hair brush gently on arms and legs. Increase time given for this activity in direct proportion to student's response. Continually talk to the student and look for positive responses.	Wet paper towel Dry paper towel Hair brush

Accession Number 52483

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52483
TITLE: Holds Head Erect In Pool
AUTHOR(S): K. O'Connor ID #20
SOURCE: Summer Traineeship - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J8-23 Safety/Water Safety
14-01 Recreation and Playground Activities/Swimming

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Grasps bar in pool and holds head erect.	Prompt student to hold bar with feet on bottom of pool and head erect for 30 seconds unaided. Much verbal and tactile stimulation is needed for reinforcement.	Indoor heated swimming pool equipped with bar

Accession Number 52484

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52484
TITLE: Attains Head Control
AUTHOR(S): K. O'Connor Unit 84 ID #20
SOURCE: Summer Traineeship - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-09 Gross Motor/Head
11-03 Gross Motor/Body Movements

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits up with assistance.	Pull student to sitting position and slowly rotate her upper extremeties from right to left, and then in a circular pattern. (Waist twirls.)	Mat or blanket covering
Rotates head with assistance.		Ground or floor
Attains head control	Pull student from sitting position, letting neck flex for 10 seconds, 10 times. (Head up)	

Accession Number 52485

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52485
TITLE: Responds to Soft and Loud Sounds
AUTHOR(S): K.O'Connor ID #20
SOURCE: Summer Traineeship - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A1-09 Auditory Localization

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Attends to loud noises.	Bang pans to wake startle reflex. From that baseline, sound should be decreased by intensity and volume, until the hearing level of the student is determined.	Pans
Responds to soft and loud sounds.		Objects to produce loud noise
Turns head in direction of sound.	Teacher positions herself in different parts of room to observe student's head turning (indicating presence of some auditory development.)	Quiet room

Accession Number 52486

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52486
TITLE: Responds to Tactile Stimulation
AUTHOR(S): K. O'Conner ID #20
SOURCE: Summer Traineeship - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A5-03 Tactile Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds when touched Reacts to scraped fingers Reacts to water Reacts to grass Reacts to hand contact	Stimulate student by: rubbing skin, touching skin, scraping fingers, dipping hand in water, putting hand in gravel, putting hand in grass touching hand Student will elicit smile, frown or noise to acknowledge receipt of a stimulus.	Water Grass Gravel Hand

Accession Number 52487

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52487
TITLE: Responds to Own Name when Spoken
AUTHOR(S): K. O'Connor ID #20
SOURCE: Summer Traineeship - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M1-05 Self knowledge/Responds to Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Turns toward speaker	Use name frequently when touching and working with student.	
Responds to own name when spoken	Student will elicit smile or awareness when name is spoken.	

NLRC/P

Accession Number 52488

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52488
TITLE: Feeds Self with Training Spoon/Finger Feeds
AUTHOR(S): K. O'Connor ID #20
SOURCE: Summer Traineeship - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J2-04 Feeding/Eating/Finger Feeds J2-11 Feeding/Eating/Semi-Solid Food

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Chews Picks up spoon Holds spoon Brings spoon to mouth Finger feeds self Holds cup Brings cup to mouth Swallows	Student should be sitting in an upright position with a tray in front of him. Begin by guiding student's hand, positioning herself behind the chair. Gradually phase out assistance and student should feed himself with a training spoon and finger feed himself bread.	Bread Training spoon (or if training spoon is not available, a small face cloth can be wrapped around the handle of a small feeding spoon. This makes the spoon easier to hold.)

Accession Number 52489

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52489
TITLE: Points to Gross and Fine Body Parts
AUTHOR(S): C.Beachy ID #21
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M1-03 Self-Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Points to gross body parts: head, arms, legs, and tummy.	Name and touch gross body parts.	Food
	Take student's hand and touch parts with student's hand as you name gross body parts.	
	Sing names of gross body parts as you touch student's body parts with student's hand.	
	Prompt student to touch gross body parts and reward with kiss or food.	
Points to fine body parts: facial features, fingers and toes.	Use same methods for fine body parts.	

Accession Number 52490

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52490
TITLE: Makes Wishes Known by Verbalizing or Gesturing
AUTHOR(S): C.Beachy ID #21
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF LEARNING OBJECTIVES: E4-09 Speech and Language Development/Sign Language
E4-05 Speech and Language Development/Expressive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Makes wishes known through gestures and simple 3-5 word sentences occasionally.	Encourage any verbal vocalization. Record conversation and replay for student. Provide instances for subject to verbalize wishes - at mealtime do not give favorite food immediately, wait for student to express desire for food, and encourage vocalization of desire. In simple activities, such as walks, on a one to one basis, talks about what is happening and capitalizes on any spontaneous verbalization by repeating it and repeating it in different ways. When student does verbalize wish, repeat it, and repeat it in different ways encouraging vocalization rather then gestures.	Cassette recorder Food

Accession Number 52491

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52491
TITLE: Removes and Replaces Pants on Command
AUTHOR(S): C. Beachy ID #21
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J1-01 Toileting/Adjust Clothing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Loosen student's garments for easy removal by student.	Garments loose enough to be easily removed by student
Lowers pants upon command of "pull down pants," with assistance.	Place student's hands on pants (thumb on inside), command, "Pull down your pants" and assists student in pulling down pants.	
	Assist student in pulling pants half-way down, and encourage student to complete job. Enthusiastically praise when smallest effort is tried.	
	Do not assist student in pulling pants down. Praise the smallest effort.	
Lowers pants independently	When student can pull down pants after hands are placed on pants, command student to pull down pants without assistance in having hands placed in pants. Reward with verbal praise.	
Replace pants upon command of "pull up your pants" with assistance and gradually without assistance.	Use same series of methods for pulling up pants, only pulling up pants instead.	

Accession Number 52492

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52492
TITLE: Brushes Hair
AUTHOR(S): C. Beachy ID #21
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J4-04 Grooming/Comb/Brush

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Label hairbrush for identification. Put hairbrush in student's hand and help him hold the brush while commanding "Hold the brush."	Hair brush Label for hair brush
Holds hair brush.	Hand brush to student and commands "Hold the brush." and allow student to hold brush independently.	
Brushes hair with assistance.	Guide student's hand holding brush onto hair in an established routine - example: right side, left side, front, top, back. While brushing talk about where and how we brush hair. Compliment student on pretty hair.	
	While brushing hair, sing, "This is the way we brush our hair, brush our hair...".	
Brushes hair independently.	Command student to brush hair independently one area at a time, rewarding effort with praise.	
	Command student to brush hair independently in several areas at one time.	
	Command student to brush hair without specifying routine areas. Reward effort with praise; accomplishment, with much praise and compliment on how nice hair looks.	

Accession Number 52493

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52493
TITLE: Flexes Ankle Joints on Chinning Bar
AUTHOR(S): J. Murphy ID #22
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	11-03 Gross Motor/Body Movements 11-25 Gross Motor/Extremities

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Flexes ankle joints. Flexes hips and knees.	Encourage student to pull himself over height of chinning bar starting at 6-8" from floor. If student seems reluctant, demonstrate the chinning exercise. Demonstrate massaging and manipulating ankle joints by exercising with a cage ball.	Chinning bar 36" cage ball

Accession Number 52494

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52494
TITLE: Uses Pincer Grasp on Puzzle Pieces
AUTHOR(S): J Murphy ID #22
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
A2-09 Visual Motor Integration
A2-06 Visual Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses pincer grasp. Discriminates whole/part of puzzles	Encourage student to reach for and to grasp small objects in teacher's hand or on a table. Find large picture of a tractor. Cut out each part separately - front wheel, rear wheel, and body of tractor First, tape front & rear wheels of tractor to the main body so it appears as one piece. Have the student insert this picture into the outline. Then remove the rear (larger) wheel making a 2-piece puzzle. Then remove the front wheel making a 3-piece puzzle.	Large picture of a tractor Scissors Cardboard Glue Scotch Tape

Accession Number 52495

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52495
TITLE: Watches Chewing Motions in Mirror
AUTHOR(S): J. Murphy ID #22
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-14 Feeding/Eating/Tongue Use
J2-02 Feeding/Eating/Chewing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Flexes jaw and tongue muscles.	Spoon feeds student peanut butter while student observes his movements in a mirror.	Peanut butter Spoon Mirror

Accession Number 52496

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52496
TITLE: Reaches for Blocks of Varying Textures
AUTHOR(S) J. Murphy ID #22
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A5-03 Tactile Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Indicates ability to explore objects tactually. Identifies smooth/rough surfaces.	Encourage student to reach into a box and take out one of two alphabet blocks; one piece covered with rayon material; the other with sandpaper. Prompt student to indicate smooth and rough surfaces.	Box 2 alphabet blocks Small piece of rayon cloth Small piece of sandpaper

Accession Number 52497

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52497
TITLE: Names and Touches Body Parts
AUTHOR(S): J. Murphy ID #22
SOURCE: Summer Traineeship Program - Duquesnt Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M1-03 Self Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes teacher name and touch body parts.	Touch student or self and name specific body parts. Bring student's hand to the specific part of the body on your body and say its name. Bring student's hand to the specific body part of the student and say its name.	
Names and touches own arm, leg, nose, and mouth.	Repeat, attempting to have student name the specific part. Say names of part slowly.	

Accession Number 52498

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52498
TITLE: Recognizes Differences in Size/Large and Small
AUTHOR(S): J. Murphy ID #22
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A2-06 Visual Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Recognizes differences in size, large/small.	Use two models of each of the objects listed. While one is small and the other model is large, the two models should be as identical in all other areas as much as possible.	One large and one small of each: Toy Tractor Ball Paper cup Hand mirror

Accession Number 52499

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52499
TITLE: Drinks from Paper Cup
AUTHOR(S): J. Murphy ID #22
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF J3-03 Drinking/Cup Use
LEARNING OBJECTIVES: J3-09 Drinking/Sipping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Drinks from a cup with a slot in it. Drinks for a cup without a slot in it.	Cut a slot in a paper cup and place a small amount of orange juice in it. Assist student in holding the cup while he drinks. Gradually increase amount until student learns to swallow when his mouth is full, before taking more juice. When the student is successful, begin using a large paper cup. Then use small cup without a slot.	Four paper cups 2 large 2 small Orange juice Scissors

Accession Number 52500

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52500
TITLE: Procedures for Brushing Hair
AUTHOR(S): J. Murphy ID #22
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J4-04 Grooming/Comb/Brush

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes procedure for brushing hair.	Brush own hair. Brush student's hair with the other brush using a mirror so student can observe what you are doing.	2 identical hairbrushes Mirror

Accession Number 52501

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52501
TITLE: Demonstrates Procedure for Playing Drums
AUTHOR(S): J. Murphy ID #22
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:

12-00 Fine Motor
12-04 Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Plays bongo drum in concent with another participant.	Give student and another student a drum. Whil playing an appropriate record, demonstrate what to do. May need to assist the students by moving their hands if necessary.	Three drums Record Record Player

Accession Number 52502

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52502
TITLE: Rolling or Moving in a Designated Manner
AUTHOR(S): D. Horner ID #23
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) S. Mitchell - CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-03 Gross Motor/Body Movement
11-01 Gross Motor/Balance
11-04 Gross Motor/Bounce
11-21 Gross Motor/Throw
12-02 Fine Motor/Grasping
A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS

Rolls body in a controlled manner.

Rolls from prone position to side.

In supine position, moves feet up and down.

Rolls from front to back, back to front, side to side, from left or right side; rolls over completely.

Crawls in a controlled manner.

Grasps objects while maintaining balance in crawling position.

Maintains balance.

Stands on one foot with and without aid.

Swings and sways while on one foot.

Walks balance board.
Walks inclined surface.
Walks on narrower inclined boards.

Throws and catches ball.

IMPLEMENTER ACTION

Use large doll and demonstrate rolling or moving student in designated manner.

Discuss body parts while rolling along with concepts such as side/front/back.

Toy or reward can be given to encourage crawling toward a target.

Encourage student to use mats, boards, and balance beam. Teacher helps student walk through tires, bouncing on the edges of the tires without losing balance.

Encourage student to hold ball with hands extended away from his body and make associations as to where to throw the ball, such as "to me" or "toward the toy", etc.

MEDIA/MATERIALS

Large area mats

Incline mats

Tunnels to crawl through

Large doll

Harness placed around waist with ropes on two sides to prevent falling

Incline boards

Balance beams ranging from width of 10" to 2"

Several used tires

Larger bright balls with different textrues

Activity records

NLRC/P

Accession Number 52502

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Grasps ball overhead with full arm extension.		
Uses both hands in rolling ball.		

Accession Number 52503

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52503
TITLE: Clasping Hands: Grasping Objects
AUTHOR(S): D. Horner ID #23
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) S. Mitchell-CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-09 Visual Motor Integration
12-02 Fine Motor/Grasping
12-05 Fine Motor/Thumb Finger Opposition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Moves hands in unison. Reaches with both hands grasping an object. Demonstrates pincer grasp	Together with student play pat-a-cake, clapping hands, tickling palm of hand. Place toys just out of student's grasp and encourage student to reach and grasp them.	Puppets Rattles Small toys Peg boards Squeeze toys Small bells Balls Rhythm band Instruments Paper Blocks

Accession Number 52505

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52505
TITLE: Responds to Simple Commands
AUTHOR(S): D. Horner ID #23
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) S. Mitchell - CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration
12-04 Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to simple commands.	Prompt student to respond to simple commands such as "come here" and "sit down."	Simple rhythm records stressing varying sounds and tempos.
Responds to sound patterns associated with various activities.	Encourage physical activity change when sound changes.	Objects to bang or tap eliciting pleasand noises.
Reproduces sounds such as a clap, bang, slap or a laugh.	Use "sit down" music and rhythm band activities where coordination and grasping objects are also necessary.	

Accession Number 52506

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52506
TITLE: Explorations of Environment: Touching Textures
AUTHOR(S): D. Horner ID #23
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) S. Mitchell - CCSU #26

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A5-03 Tactile Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Explores objects tactually	Encourage explorations of environment, touching various textures, and consistencies.	Soft, fuzzy, rough, hard, or any textural variables--
Explores objects in water with assistance.	Aid student in exploration of objects in water.	Sandpaper
Blindfolded, reacts to objects tactually.	Blindfold student, present objects and observe reactions to objects.	Glass Hot and cold water Fur Wood Sticky materials Light and heavy objects Blindfold

Accession Number 52507

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52507
TITLE: Maintains Eye Contact with Speaker
AUTHOR(S): D. Horner ID #23
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) S. Mitchell - CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-12 Visual Tracking/Pursuit/Fixation
A1-14 Auditory Visual Integration
A2-02 Visual Attention Span
M1-03 Self-Knowledge/Name-touch Body Parts
M1-05 Self-Knowledge/Responds to Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Maintains eye contact with speaker and turns toward speaker.	Call student's name from various positions around student with reward for correct response.	Mirror Records stressing body parts
	Hold various objects in front of student's eyes or stand very close to student in face-to-face position, repeating student's name and reinforcing any eye contact. A toy or noise-emitting object may be effective in getting student to establish eye contact with you.	Group games with movements of specific body parts. Body-puzzle, dolls, flannel boards with mannequins
	Repeat student's name whenever moving, changing activities, etc.	
	Points out body parts when washing and dressing student.	
Recognizes own name and body parts	Group games where name calling takes place is effective. When body parts are mentioned, assist student in body part recognition at this time.	

Accession Number 5208

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 5208
TITLE: Self-Care in Toileting
AUTHOR(S): D. Horner ID #23
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) S. Mitchell - CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:

J1-02 Toileting/Elimination Pattern
J1-09 Toileting/Tissue Use
J1-08 Toileting/Stays on Tiolet
J1-04 Toileting/Hand Cleanliness

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Establishes pattern of elimination and establishes self care in the ares of toileting.	Lead student to toilet gently and while saying students' name, guide student's hand in pulling down pants. Put student on toilet, staying with student and giving reward if voiding occurs within 5 minutes. If no voilding occurs after 5 minutes, remove student from toilet gently and encourage student to wipe himself and to pull up pants by guiding hands. Assist student in washing hands. Student should be placed on toilet at regular intervals until a pattern of elimination is established and within about 5 minutes before elimination usually occurs. Praise for correct procedure should be given immediately. Meals must also be kept at consistent times. Avoiding buttons, snaps, straps and zippers may simplify procedures.	Toilet Toilet paper Sink Soap Towel

Accession Number52509

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52509
TITLE: Gradual Learning of Fork Usage
AUTHOR(S): D. Horner ID #20
SOURCE: Summer Traineeship Program - Duequesne Univ.
EDITOR(S) S. Mitchell - CCSU #26

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to use spoon; then fork.	Introduce a fork only after student maintains good control of spoon. Begin with foods that are soft and mushy and gradually progress to pieces of potato and meat and lastly foods such as peas and corn. Encourage student to maintain good posture and sitting balance.	Eating utensils specially designed, if necessary. Variety of healthful foods.

Accession Number 52510

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52510
TITLE: Playing in Water Stressing Hand Use
AUTHOR(S): D. Horner ID #23
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) S. Mitchell - CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:

J4-01 Grooming/Bathing
J4-06 Grooming/Drying
J4-19 Frooming/Soap Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Plays in water Picks up sponges, wash cloth, etc, in familiar manner.	Begin by allowing student to play in water stressing hand use. Stand behind student, and encourage student to pick up sponges, then wash cloth to get familiar with them.	Sponges Small plastic tub Small floathing toys
Imitates preparation of water, soap and wash-cloth.	When water play is familiar to student; lead her to bathroom and while standing behind student prepare water, soap, and wash cloth while guiding student through these movements.	Wash cloth placed in water Towel
Washes face and hands Dries face and hands	Encourage student to wash face and hands and then to dry self. This program should be repeated after each toileting and after every meal, after student becomes accustomed to wash-room area.	Soap

Accession Number 52511

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52511
TITLE: Undressing--Pants
AUTHOR(S): D. Horner ID #23
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): S. Mitchell - CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J9-00 Dressing/Undressing
J9-09 Dressing/Undressing/Pants

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Gradually positions pants correctly from various starting points.	Use reverse chaining process, i.e. place student's pants almost to waist and help him move them into position. Gradually, move pants to a lower position; then prompt student to place legs in pants by self and pull them up.	Pants without buttons or zippers. Use felcorn fasteners or elastic bands in pants for case of dressing/undressing
Removes pants	Also encourage removal by student	

Accession Number 52512

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52512
TITLE: Developing Acceptance in Social Environment
AUTHOR(S): D. Horner
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) S. Mitchell - CCSU #26

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-05 Social Interaction/Play
M2-07 Social Interaction/Relationship to Pears

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to be acceptable and accepted in the immediate social environment.	Encourage student to play in small group such as rolling the ball activities and have him roll the ball toward a designated person. Social reinfrocement must be given very liberally. Encourage student and another student to roll a large ball together or clap in unison.	Small group games, records stressing clapping, touching, holding and interacting with others. Large ball

Accession Number 52513

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52513
TITLE: Selecting Proper Utensils
AUTHOR(S): L. Davis ID #24
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): M. Carricato - CCSU #12

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-09 Feeding/Eating/Self-service

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Selects proper utensils	Teacher cited: Understanding and teaching the Dependent Retarted Child - Chap. 3, page 62. Walk with student down line of cafeteria. See if student selects correct size spoon, fork and knife. In classroom work on large/small utensils first so student can discriminate in cafeteria line.	Spoons Forks Knives

Accession Number 52514

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52514
TITLE: Selecting Tray and Proper Utensils in Cafeteria Line
AUTHOR(S): L. Davis #24
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) M. Carricato - CCSU #12

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-09 Feeding/Eating/Self-Service

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Selects tray Stays in line	Allow student to pick up own tray and stay in correct position in the cafeteria line.	
Chooses utensils	As student walks through line, observe to see if he chooses correct utensils.	
Selects proper food	Observe if student gets proper food selection including beverage.	
Holds head up during meal with assistance.	Assist student in keeping head up while eating by placing index finger under chin.	

Accession Number 52515

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52515
TITLE: Washing and Drying Hands
AUTHOR(S): L. Davis ID #28
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): M. Carricato - CCSU #12

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J4-12 Grooming/Hands
J4-07 Grooming/Face

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Use cold water at first, guide student's hand while standing behind him.	Soap Washcloth Towels Sink
Places hand in water flow with assistance.	Guide the student's hands into flow of water.	
Observes use of soap container.	Teach use of liquid soap container; demonstrate proper use of soap.	
	Stand behind the student during the initial teaching process.	
Washes hands with assistance.	Guide the student's hand through washing wring motion.	
	Guide the student from behind.	
	Teach the student to shake his hands after rinsing.	
	Be sure to turn off hot water first.	
Dries hands with assistance.	Standing behind the student, teach him to cover one hand with the towel and dry then change hands and cover the other hand and dry.	
	Teach the student to use only his wash cloth and towel.	
	Turn on only cold water at first. Be sure the cloth is wrung before the student soaps the cloth.	
	Use the cloth in the student's dominant hand.	

Accession Number 52515

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Stand behind the student to guide him through the procedures.	
Replaces soap in soap dish	Teach the student to replace the soap to the soap dish.	
Washes face with assistance	Develop a system for washing the face; start at the top working down.	
	Rinse the cloth carefully.	
	Be sure all the soap is removed from the face.	
	When hot water has been used, always turn off hot first.	
	Pat the face dry instead of rubbing.	
Places wet cloth and towel in designated location.	Provide a place for the student to place soiled and wet wash cloth and towel.	

Accession Number 52516

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52516
TITLE: Demonstration of Toothbrushing
AUTHOR(S): L. Davis ID #28
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) M. Carricato - CCSU #12

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J5-01 Oral Hygiene/Brushing Routine

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes toothbrushing demonstration.	Use large demonstration toothbrush and teeth (possibly available through public health nurse).	Toothbrush Toothpaste Disclosing tablets
Develops brushing skills with assistance.	Use sequential check list at school and home to facilitate training and hlep maintain continuity. Label student's toothbrush and holder. Use colors or symbols if student is not able to recognize his name. Use disclosing tablets to help show student area of teeth which were missed when brushing (disclosing tablet is chewed after a meal and before brushing). It applies a harmless red dye to all areas where plaque has accumulated. Teeth must be brushed.	

Accession Number 52520

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52520
TITLE: Developing Sense of Balance
AUTHOR(S): L. Davis ID #28
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) M. Carricato - CCSU #12

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
11-03 Gross Motor/Body Movements

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Steps into center of tire with assistance	Starting with one tire (then gradual progression to 10) assist the student into the center of the tire.	Tires
Develops sense of balance	Say "step in with the left foot, then step in with right foot."	
Develops body movements	Determine which foot student wishes to use first and go by this for instruction.	
Steps in/out of tires	Then have the student step out.	
	After competency is obtained with one tire, increase by using more tires.	
Steps alternately from one tire to the other.	Begin alternating one foot per tire.	
Walks on, around, bounces on tires.	Student may also walk on, around or bounce on tires.	

Accession Number 52521

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52521
TITLE: Standing Self-Supported
AUTHOR(S): J. Holiday ID #25
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-09 Gross Motor/Head
11-20 Gross Motor/Stand
11-16 Gross Motor/Self-Support

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Takes place on cage ball with assistance	Face student, holding the student's hands. An aide holds ankles of studen while student is placed on 36 inch cage ball.	36" cage ball by Everlast
Places palms on floor with assistance	The aide rolls the student forward and the implementer extends the hands and arms, placing the student's palms flat on the ground.	
Places palms on floor independently.	Exercise is continued until student is able to open palms and reach for the floor himself.	
Rolls forward and supports head with assistance.	With implementer and aide in same positions, the student is rolled forward until shoulders are pointing down and head is 14 inches from ground. Implementer lifts student's head and supports it for the student.	
Supports head independently.	Reward the effort with appropriate reinforcement. Continue procedure until student can support head independently.	
Stands with support	Roll student backwards into a standing position feet flat and knees locked. Hold student by upper arms and rock student about 2 to 4 inches to create some muscle movement in legs and back. The aide must hold feet firmly on the floor.	

NLRC/P

Accession Number 52521

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Continue process until student can be rocked without having feet held.	
	As student becomes stronger you can decrease support of upper torso.	
Stands unassisted	Slowly the student will be able to stand and rock unassisted.	
	All of the above exercises can be duplicated with student placed on his back.	

Accession Number 52522

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52522
TITLE: Rolling Assisted and Unassisted
AUTHOR(S): J. Holiday ID #25
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-14 Gross Motor/Body Roll

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies prone on blanket.	Place student on blanket in prone position.	Heavy blanket
Rolls with assistance	Grasp edge of blanket under student and gently pull the blanket in an upward direction causing student to roll. Above process is repeated in opposing direction.	
Rolls unassisted	The process is repeated until student is able to complete roll without blanket being lifted.	

Accession Number 52523

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52523
TITLE: Climbing Stairs Independently
AUTHOR(S): N. May ID #26
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-24 Gross Motor/Stairs

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Surmounts obstacles which are only slightly elevated.	Place obstacle at foot of staircase; have student mount it while looking up stairs, to overcome fear and accustom himself to the idea.	Folded rugs Board placed on two stacks of books (adjustable height)
Mount steps with decreasing support	Give physical support first; gradually decreasing aid. Have student kick balls or break bubbles with his feet as a preparatory function to climbing stairs. Allow student to place one hand on railing. Have student carry object in other, making holding hands impossible.	Staircase
Goes up stairs independently	Get behind student giving support on his back or elbow, eventually lessen support as top of stairs is reached, so student will go up last few steps alone. Gradually allow independence closer to bottom.	

Accession Number 52524

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52524
TITLE: Steps Down From Raised Object
AUTHOR(S): N. May ID #24
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): M. Carricato CCSU #12

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-24 Gross Motor/Stairs

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Steps down from slightly raised objects	Have student practice stepping down from slightly elevated objects such as board on stack of books.	Board placed on books Staircase
Steps down stairs with decreasing support	Give physical support to student gradually decreasing the support.	
Goes down stairs independently.	Have student carry an object with one hand and hold railing with other making holding hands with implementer impossible. Gradually allow complete independence.	

Accession Number 52525

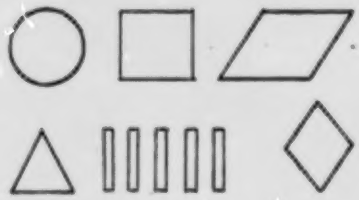
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52525
TITLE: Cutting Out Various Sized Shapes
AUTHOR(S): J. Bartoo
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-05 Reading Readiness/Cut, Paste, Position

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Create ditto masters with various sized shapes. Example: 	Ditto master
Practices cutting out various sized shapes.	Present student with a copy of master and ask him to cut out the shapes.	

Accession Number 52526

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52526
TITLE: Hangman Word Game
AUTHOR(S): B. Bishoff
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E3-05 Spelling Words

CONSIDERATIONS FROM EDITOR(S):

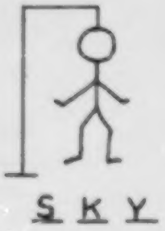
SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

Select a word the student is capable of spelling and draw an appropriate number of spaces for the letters of the word. For example, if the word is "sky", you would draw __ __ __.

The player guesses a letter; if that letter is contained within the word, the caller writes it in the appropriate space. If the letter is not contained within the word, a body part (beginning with the head and developing downward) is drawn on the hangman stand. When the body is complete, the game is over and the player may change with the caller.

Example:



MEDIA/MATERIALS

Accession Number 52527

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52527
TITLE: Locating Specific Objects Within a Picture
AUTHOR(S):
SOURCE: SEIMC - MSU
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-06 Visual Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Obtain ten brightly colored pictures containing detail. These could be cut from a magazine or story book.	Brightly colored pictures
Discriminates between objects within a given picture.	Present one picture at a time to the student. Instruct him to point a given object in the picture.	

Accession Number 52528

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52528
TITLE: Recreating Clothespin Patterns
AUTHOR(S):
SOURCE: SEIMC - MSU
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-04 Visual Constancy
D1-06 Reading Readiness/Designs, Patterns

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Obtain several clothespins of two different kinds, and two pieces of black construction paper.	Clothespins Black construction paper
Demonstrates ability to recreate patterns.	Place two types of clothespins in a pattern on a sheet of black construction paper. Instruct the student to look carefully at the pattern and repeat it.	
	Other items such as silverware, buttons, crayons, etc., can be used.	

Accession Number 52529

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52529
TITLE: Button Box Discrimination
AUTHOR(S):
SOURCE: SEIMC - MSU
EDITOR(S) P. Seeger

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-06 Visual Discrimination
D1-02 Reading Readiness/Classify Categorize

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	In a box, place different types of buttons such as round, square, two-holed, four-holed, etc., of various colors.	Various sized buttons Box
Discriminates between various kinds of buttons and selects.	Present the box to the student. Instruct him to find all the buttons of a given kind such as round, two holed, etc.	

Accession Number 52530

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52530
TITLE: Selecting Leaves that Match
AUTHOR(S):
SOURCE: SEIMC - MSU
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-06 Visual Discrimination
D1-13 Reading Readiness/Likeness and Difference

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Obtain several samples of different kinds of leaves, or take a small group of students on a walk and allow them to choose their own leaves.	Leaves
Discriminates among leaf patterns.	Present the leaves in random. Instruct the student to find all the leaves of one kind in a pile, all of another in another pile, etc.	

Accession Number 52531

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52531
TITLE: Determines Which Object Is Missing
AUTHOR(S):
SOURCE: SEIMC - MSU
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-11 Visual Sequential Memory

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Arrange several objects such as toys or dishes on a table or tray.	Small toys Tray
Observes objects. Closes eyes. Determines which object is missing.	Present the objects to the student. Allow the student to look at the objects for a given amount of time. Tell them to close their eyes and remove one item. The students then open their eyes and guess what was removed.	

Accession Number 52532

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52532
TITLE: Remembering Flashlight Pattern
AUTHOR(S):
SOURCE: SEIMC - MSU
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-11 Visual Sequential Memory

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes flashlight pattern. Repeats pattern.	Darken the room and flash the flashlight in a given pattern such as up and down, two quick flashes, and then a long one. Instruct the student to repeat the pattern you have made.	Flashlight

Accession Number 52533

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52533
TITLE: Hands Poster
AUTHOR(S): C. McKeever
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-11 Reading Readiness/Laterality
D1-03 Reading Readiness/Color Concepts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Traces right and left hands on paper.	Instruct the student to trace his right and left hands at random over and over until he fills up a large sheet of brown wrapping paper.	Brown wrapping paper Magic marker Crayons
Colors hands on poster. Identifies "right" hands and "left" hands from poster.	Prompt student to then color the hands with bright crayons. The poster is hung on a wall where the student uses it to practice matching his own hands to the picture and naming the hand "right" or "left".	

Accession Number 52533

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52533
TITLE: Throwing Game Involving Listening Skills
AUTHOR(S): C. McKeever
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-08 Receptive Language
11-21 Gross Motor/Throw

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Sit opposite student.	Ball
Demonstrates ability to listen and perform simple tasks.	Both take turns tossing ball and saying, for example, "I'm goint to touch my left ear and throw the ball with my right hand." Then try to complete the task.	

Accession Number 52534

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52534
TITLE: Potato Printing
AUTHOR(S):
SOURCE: Marion County ARC
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-01 Fine Motor/Finger Movement
12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Prepare potato printer by slicing potato in half and carving out some design.	Potato Paint
Paints potato print and stamps print on paper	Instruct student to dip potato into paint and stamp on the construction paper.	Knife Construction paper

Accession Number 52535

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52535
TITLE: Grasps Objects
AUTHOR(S): N. May ID #24
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S): Devloped for student having difficulty with the proper finger extension.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Refrains from bending joints under when manipulating large objects.	Give the student a balloon to stroke to make noise by rubbing it with his thumb and index finger.	Clay
Refraims from bending joints under when manipulating small objects.	Have student remove lids from jars which are large enough to necessitate extension of thumb.	Beads Pegs
	Use play and craft activities to exercise fingers, gradually decreasing size of objects.	Crayons Puzzles with knots attached to pieces, strips of elastic to stretch
	Supply student with finger foods, allowing him to put them in his mouth when a proper grasp is employed.	Finger foods

Accession Number 52536

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52535
TITLE: Establishes Eye Contact with Speaker
AUTHOR(S):
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	
M1-05	Self/Knowledge/Responds to Name
M2-02	Social Interaction/Awareness of Others

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Establishes eye contact with implementer.	Maintain eye level with the student. Hold attractive objects near own eyes attracting students gaze in right direction. As soon as student's eyes make contact remove object and give reward. If necessary, physically turn student's head and look into eyes. Gradually increase length of contact time before rewarding. Talk in pleasant manner, saying students name often.	Attractive object

Accession Number 52537

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52537
TITLE: Distinguishing Body Parts
AUTHOR(S): N. May ID #26
SOURCE: Summer Traineeship Program - Penn State Univ.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M1-03 Self-Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes image and body parts.	Stand in front of mirror, point to parts of student's body, naming each.	Mirror Blind fold
Touches named body parts with assistance.	Stand in front of mirror, move student's own hands to each part as it is pronounced.	
	Stay with each major section until student learns it.	
	Stroke, tickle, rub each part as it is named.	
Imitates touching body parts.	Stand in front of student, touch and name body parts and student imitates motions.	
Locates covered body part.	Cover one of the student's body parts with hands, towel, sand--have student find it.	
Presents proper body parts on command.	Place student in large box with holes in it, put in front of mirror. Command student to put various body parts through the holes.	
	Methods for fine body parts same as gross body parts except for box activity. Provide activities to stimulate and cause awareness of sensory parts. (Blindforl eyes, whisper in ear, smelling things, eating things, fingering objects).	

Accession Number 52538

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52538
TITLE: Establishes Toileting Process
AUTHOR(S): N. May ID #26
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J1-00 Toileting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Establishes elimination pattern	Record time of day the student habitually eliminates and take student to toilet at times specified by elimination chart.	Training pants
Lower pants unaided.	Allow the student to pull his own pants down.	
Completes elimination process	During the entire process, use proper and consistent terms and commands so they will become meaningful to the student. Always reward success.	

Accession Number 52539

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52539
TITLE: Obtaining Tray, Dishes, Utensils
AUTHOR(S): N. May ID #26
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-09 Feeding/Eating/Self Service

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Obtains own tray, dishes, utensils	At first, take student through cafeteria line, guiding her hand to pick up articles.	Tray Dishes Utensils
Return dishes to window	Sometime during day, practice procedures with empty trays and dishes.	
	Gradually offer less assistance.	
Performs procedures upon command	Do not allow student to eat until completing tasks to best of her ability at any given time.	

Accession Number 52540

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52540
TITLE: Relates to Supervising Personnel in Group Situations
AUTHOR(S): N. May ID #26
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M2-07 Social Interaction/Relationship to Peers

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Relates to supervising personnel in group situations.	Simply try to win student's friendship and trust by being affectionate, giving as much attention as possible and making interaction rewarding.	
Becomes aware of presence of peers	Involve student in games and situations giving as much attention as necessary at first, to have student react to others in group. Make group situations enjoyable. Encourage others in group to make friendly approaches to the student.	

Accession Number 53341

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53341
TITLE: VISUAL/MOTOR SYMBOL EXERCISES
AUTHOR(S): C. McKeever ID #27
SOURCE: Suburban Unit
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-20 Readiness/Letter Recognition
A2-11 Visual Sequential Memory
F1-08 Numeration/Numeral Recognition
F1-09 Numeration/Number Sequence

CONSIDERATIONS FROM EDITOR(S):

This method of teaching visual-motor for symbols is based on Gerald Getman's work with visual memory tasks using Geometric Shapes.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present flashcards. On these print sequences of numbers on letters. As the student's preformance improves, the length of sequences is increased while the length of time the card is exposed is decreased. Each time the visual presentation is made more difficult in either of the two ways mentioned above, the student works through each of five response levels, mastering one before he goes on to the next. The responses in the order in which the student is asked to make them are as follows:	
Names letters from flash-cards.	1. Oral - The student tells you what letters he saw.	
Writes the letters in the air.	2. Motor - The student "writes" the letter in the air.	
Discriminates letters from among others.	3. Discrimination - The student finds the sequence among several on a work-sheet and circles it.	
Traces letters on a worksheet.	4. Kinesthetic - The student finds the sequence among several on a work-sheet and traces it with a crayon.	
Writes letters in correct sequences from memory.	5. Graphic - The student writes from menory the letters he saw in the correct sequence.	

Accession Number 52542

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52542
TITLE: Walks Supported by Both Arms
AUTHOR(S): P. Kovacs, ID #27
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-22 Gross Motro/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Each of the following areas are developed slowly and built up according to the increasing strength of student.	Walker
Takes steps while held by both arms	Support student, holding both arms and prompt him to take steps.	
Takes steps while being held by one arm.	Support student, holding one arm and prompt him to take steps.	
Walks around objects while holding on for support.	Arrange objects and prompt student to walk around each while you hold him for support.	
Walks with support of a walker.	Place student with walker and prompt him to walk.	

Accession Number 52543

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52543
TITLE: Reaches Toward an Object
AUTHOR(S): P. Kovacs ID #27
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 12-04 Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Use objects of interest to student. Things that capture attention.	
	Place objects on tray in front of student on floor.	Objects of interest
Reaches toward an object	If interested, student will move toward objects reaching for them.	Music
		Pegboard
Uses hands in a coordinated manner.	Coordinated hand movement can be practiced using music-student can clap to beat.	Pegs
Perfroms pincer grasp.	Hand student small toys or anything of interest to the student. Encourage the student to use pincer grasp. Use pegboard to prompt pincer movement.	
Uses fingers with pincer movement.		
Demonstrates eye/hand coordination using grasp movements.		

Accession Number 52544

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52544
TITLE: Reaching for Spoon
AUTHOR(S): P. Kovacs ID #27
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-12 Feeding/Spoon Acceptance
J2-15 Feeding/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reaches for spoon	Stand behind student, place hand over student's hand. Guide student's hand into bowl, fill spoon, guide spoon to mouth, return spoon to bowl.	Spoon
Grasps spoon		Bowl
Holds spoon with controlled movement and coordination	Continue until student gains ability to complete procedure independently.	Food
Fills spoon		
Bring spoon to mouth		
Inserts spoon in mouth		
Returns spoon to bowl		

Accession Number 52545

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52545
TITLE: Finger Movements
AUTHOR(S): J. Lupone ID #5328
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
A2-09 Visual Motor Integration
12-05 Fine Motor/Thumb Finger Opposition
12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Student uses fingers in pincer movements.	Illustrate the use of pegboard; pull pegs or rings, or rings and pegs.	Pegboard, peg, rings and pegs.
Releases objects from grasp.	Give student the opportunity to try. Repeat as ofter as necessary.	Rattles, toys, blocks
Uses thumb and first two fingers.	Illustrate use of rattles, toys, blocks.	
Builds blocks into towers.	Allow student to try.	

NLRC/P

Accession Number 52546

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52546
TITLE: Developing Hand Movement
AUTHOR(S): J. Lupone ID #5328
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-13 Gross Motor/Reach
12-02 Fine Motor/Grasping
12-04 Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to move hands.	Bend student's fingers to fist and release. Repeat. Then tickle student's palm or hand to stimulate function.	Balls, bells, balloons on string
	Grasp hand and move in an exercise fashion.	Foam rubber or sponges
Demonstrates ability to reach and grasp.	Use balls, bells, balloon on string, foam rubber or sponges to stimulate student to reach and grasp.	Rattles, small toys, blocks, candy
	Use rattles, small toys and blocks to stimulate hand movements. Use candy or food reinforcement.	

NLRC/P

Accession Number 52547

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52547
TITLE: Raising Head With and Without Support
AUTHOR(S): J. Lupone ID 5328
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-00 Gross Motor
11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lays prone on scooter board	To prompt head raising: place student on scooter board in prone position. Hold feet and turn him in circle slowly. Give support until student can raise head unassisted.	Scooter board, cage ball
Lays on ball and rocks with support.	Lay student on ball, hold hand with arms in extension and rock. Support student's head until he can function independently.	Beach ball
Raises head with and without support.		

Accession Number 52548

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52548
TITLE: Recognizing Differences, Similarities and Commonalities
AUTHOR(S): J. Lupone ID 5328
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:

A2-06 Visual Discrimination
D1-13 Readiness/Likeness and Difference
D1-14 Readiness/Match

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to recognize differences, similarities and commonalities.	Assemble small items familiar to student. Use toys which are square, circular, rectangular and triangular.	Toys Balls
Matches sizes, shapes and colors.	Drill student in matching size, shape and color, beginning with one variable at a time and two different kinds; big and little balls, triangular and square blocks, red and yellow pencils.	Blocks Pencils (red, yellow) Household Items

Accession Number 52549

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52549
TITLE: Increasing Control of Limbs
AUTHOR(S): M. A. Lydic ID #5329
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-03 Gross Motor/Body Movements
11-13 Gross Motor/Reach
11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Increase control of arm and leg movements. Walks daily with total support. Grasps and lifts objects within field of reach. Pushes and pulls large muscles of arms and legs. Moves arms through 45° arc with assistance.	Holding student under his arms, two people will support him while he moves his legs through walking motions across a smooth surface. Extend dial rod to student within scope of reach, moving it towards him until it is grasped and held. Finger placement may be necessary. Pushing or pulling rod from student resist the pressure in the opposite direction. Move arms through arc until student is able to copy as a game.	One inch dial rod. One-half inch dial rod, twelve inches long. Objects easily grasped with one hand in which student displays interest.

Accession Number 52550

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52550
TITLE: Expanding Hand and Finger Manipulation
AUTHOR(S): M. A. Lydic ID #5329
SOURCE: Summer Traineeship - Duquesne Univ.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-02 Fine Motor/Grasping
12-03 Fine Motor/Hand Transfer

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Accepts object and returns it.	Hand student an object and have him return it to you. Do not allow object to be thrown onto the floor.	Dry food (toast, bread, chips) 2 large blocks
Feeds self pieces of dry food.	Encourage student to feed himself after dry food is placed in front of him.	Objects small enough to hold with one hand
Imiteses placing one large block on top of a second block.	Give 2 blocks to the student and encourage him to place one on top of the other after he is allowed to observe the task.	Drinking cup
Transfers an object from hand to hand.	Encourage student to transfer item or object from one hand to another.	
Lifts drinking cup to mouth.	Aid student in holding a cup and lifting it.	

Accession Number 52551

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52551
TITLE: Various Visual Movement Patterns
AUTHOR(S): M. A Lydic ID #5329
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A2-12 Visual Tracking/Pursuit/Fixation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Tracks a moving object across field of vision following various movement patterns.	Show student an attractive object to visually track through an increasingly complex movement pattern.	Colorful, textured object of interest for student to track
Attends to visual stimuli for extneded periods of time.	Allow student to visually attend for longer periods of time.	

Accession Number 52552

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52552
TITLE: Tracking Loud Noise Patterns
AUTHOR(S): M. A. Lydic ID #5329
SOURCE: Summer Traineeship - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A1-01 Auditory Acuity
A1-09 Auditory Localization

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Tracks loud noises through a 180° arc	With loud banging noise moving throughout 180° arc, prompt student to follow path with head or eyes.	Small wooden blocks, metal clicker
Tracks soft noises through a 180° arc	With soft noise moving throughout 180° arc, prompt student to follow path with head or eyes.	Soft rubber blocks, bells, baby rattle
Tracks noises for extended periods of time.	Working for longer periods of tracking, prompt student to attend for extended periods of time.	
Attends to name with some recognition	Call student by name with each initiation of activity.	

NLRC/P

Accession Number 52553

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52553
TITLE: Exploring Objects
AUTHOR(S): M. A. Lydic ID #5329
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A5-03 Tactile Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Picks up, holds and explores objects.	Encourage student to investigate tactually a group of objects.	Objects of varied colors, shapes, textures and temperatures
Develops some discrimination between objects and temperature	Encourage student to show some awareness of the difference between hot and cold objects.	

Accession Number 52554.

NLRC/P SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52554
TITLE: Responding to Name
AUTHOR(S): M. A. Lydic ID #5329
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M1-05 Self-Knowledge/Responds to Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to name called in a conversation tone with visual reinforcement	Sitting in front of student, project name in conversation tone on each contact initiation, reinforcing any recognition.	
Responds to name called in a conversation tone without visual reinforcement.	Standing behind student, project name in conversation tone on each contact initiation, reinforcing any recognition.	

Accession Number 52555

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52555
TITLE: Smiling in Affection
AUTHOR(S): M. A Lydic ID #5329
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	M2-01 Social Interaction/Affective Display M2-02 Social Interaction/Awareness of Others

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Interracts with one person through a smile	Encourage student to smile upon approach of a familiar person, indicating recognition.	
Responds to being hugged or cuddled	Encourage student to hug and smile when being hugged or cuddled.	

Accession Number 52556

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52556
TITLE: Movement of Body to Rhythm
AUTHOR(S): M. A. Harmon ID #5330
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-03 Gross Motor/Body Movements
11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):
Taken from an exercise program for a partially sighted person to keep physically fit.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to use body movement to show free expression to music rhythm. Demonstrates the ability to do exercises to songs or records. Demonstrates the ability to take walks with guidance. Moves arms and upper torso to rhythm of music. Dances to the rhythm of music and dance songs staying near one place or with guidance.	Allow the student to move his body to the music any way he chooses to do so. Do exercise activities with the student such as: Romper Room Bend and Stretch song. Walk with the student inside the building, up and down hallways and various places on the grounds. Work with nylon net with student holding one side, implementer on the other side to wave arms up and down in rhythm of music; to bend from waist forward; and bending knees going up and down. Work with punching ball with finger/wrist strap, to punch it to the music rhythm in front, back, side of his body over head to instruction. Dance along with student to song as: Hokey Pokey and Looby Loo. Modify these to say this hand, etc., instead of left/right. Modify dance steps to the Twist, Alley Cat. 52561	Records Record player Piano or recording on a cassette player Romper Room Song Recorded music nylon net (one yard) Recorded music Punching ball w finger/wrist strap Recorded dance songs: Hokey Pokey Capitol Record #6026, Ray Anthony Alley Cat ATCO Record #6226, Bent Fabrics Let's Do the Twist Record Words to Looby Loo Tom Glazer Treasury of Folk Songs Grosset & Dunlap

Accession Number 52557

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52557
TITLE: Grasping and Hand Movements
AUTHOR(S): M. A. Harmon ID #5330
SOURCE: Summer Traineeship Program - Duquesne Univ. (Compet.)
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-01 Fine Motor/Finger Movement
12-02 Fine Motor/Grasping
J9-02 Dressing/Undressing/Buttons, snaps, zippers

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to move hands	Grasp hand and move in an exercise fashion	Nurf (foam) ball Bean bags, Pat-a-Cake Game
Demonstrates ability to grasp		Milton-Bradley Modeling Clay
Shapes clay into objects	Work clay to make objects.	Checkers, dominos or milk bottle caps. Plastic containers e.g. (cook whip, oleo)
Uses hands in a coordinated manner	Encourage student to transfer objects from one container to another. Start with a large container then decrease the opening size.	
Places pegs into pegboard holes.	Encourage student to place pegs into holes in a pegboard and remove them.	½" round pegs and board. ¼" round pegs and board
Strings beads	String and unstring wooden beads.	½" long wooden beads with ¼" opening, cotton braided string with 2" plastic tip
Demonstrates ability to button and unbutton clothing	Illustrate how to tip buttom into and out of an opening.	Neck scarf or tie with 2 sizes of large buttons sewn on one side with button holes on the other Child's clothing or man's shirt slipped over child clothing.

Accession Number 52558

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52558
TITLE: Toileting Procedure
AUTHOR(S): A. Vaughan ID #5331
SOURCE: Compet
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J1-09 Toileting/Tissue Use
J1-03 Toileting/Flushing
J1-04 Toileting/Hand Cleanliness

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Identifies paper	Identify paper and attempt to elicit word from student through repetition.	Toilet Toilet paper Soap
Obtains paper on command	Tear off appropriate amount of tiolet paper. Student should obtain paper on command "Hold paper."	
	Cover fingers on dominant hand and have the student hold the paper.	
Wipes self with assistance.	During procedure use the song "This is the way we (wipe ourselves) so early in the morning."	
Repeats the word "flushing"	Identify flushing and attempt to elicit word back from student through repetition.	
Flushes toilet on command with assistance.	Prompt student to flush toilet on command, "Flush the toilet." Guide the student's hand to handle and help him flush the toilet.	
Washes hands with assistance.	Instruct student to wash hands. Guide the student's hand while standing behind him. Guide student's hands into the flow of water (cold water at first). Demonstrate the proper use of soap. Stand behind student during the initial teaching process. Guide student's hand through the washing wring motions. Demonstrate how to shake his hands after rinsing. Turning off hot water first.	

NLRC/P

Accession Number 52558

SER-LARS Report E-3
Instructional Methods

Continued

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Dries hands with assistance.	Demonstrate how and guide student to cover one hand with the towel, and dry, then change hands and cover the other hand and dry. Continue using song "This is the way" for each procedure. Give praise and approval as incentive.	

Accession Number 52559

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52559
TITLE: Washing Own Face, Hair, Nails
AUTHOR(S): A. Vaughan
SOURCE: Compet
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J4-07	Grooming/Face
	J4-09	Grooming/Hair
	J4-14	Grooming/Nails

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Elicits names of washing items.	Identify materials used; i.e. soap, cloth. Attempt to elicit words back from student through repetition.	Sink or standing table Soap
Uses wash cloth and towel with assistance.	Using the song "This is the way (we wash our face) so early in the morning' student will use his own wash cloth and towel. Turn on cold water first. Be sure the cloth is wrung before student soaps the cloth. Use the cloth in student's dominent hand. Stand behind him and guide him through the procedures. Demonstrate how to replace the soap to the soap dish out of the water. Start at top working down. Rinse carefully. Be sure all the soap is removed from the face. When hot water has been used, always turn it off first. Pat face dry instead of rubbing. Provide a place for the soiled and wet cloths and towels.	Cloth Mirror Comb
Elicits names of hair care articles.	Sit in front of mirror. Identify materials, i.e. comb. Attempt to elicit words back from student through repitition. Select a comb that is durable and useful.	
Combs hair with assistance.	Guide student's hand in combing to establish a combing pattern. Use song "This is the way (we comb our hair) so earyl in the morning" during the procedure.	

NLRC/P

Accession Number 52559

Continued

SER-LARS Report E-3 Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Holds implementer's clapped hands.	Clap hands together and hold student's hand and encourage student to hold your hand.	
Elicits name of nail file.	Identify nail file and attempt to elicit words back from student through repetition. Demonstrate on your own nails the use of file or scissors.	Nail file
Observes use of nail file Files implementer's nails; then own	Use song, "This is the way (we file our nails) so early in the morning." Have student use file on teacher's nails. Guide student's hand to file own nails. Stop when student shows fear by resisting return to step 1, when task is reintiated. Use praise and approval as incentive	

Accession Number 52560

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52560
TITLE: Using Mouthwash
AUTHOR(S): A. Vaughan
SOURCE: Compet
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J5-00 Oral Hygiene

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Overcome fear of having mouth and gums cleaned	Identify swabs and mouthwash. Attempt to elicit words back from student through repetition.	Swabs Mouthwash
Elisits name of swab and mouthwash		
Will allow to have mouth cleaned	Allow student to play with swabs, touch self with them, touch teacher with them.	
Observes use of swabs and mouthwash	Demonstrate use of swabs and mouthwash on own mouth.	
	Use the song "This is the way (we clean our mouth) so early in the morning."	
Uses swabs on implementer's mouth	Allow student to use swabs on teacher's mouth.	
	If student objects to taste of mouthwash, start with sweet tasting liquids, i.e., juice.	
Uses swabs with assistance.	Guide student's hands to use swabs on own gums.	
	Anytime student shows fear by resistance, stop, return to beginning when task is reinitiated.	
	Use praise and approval as incentive.	

Accession Number 52561

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52561
TITLE: Walks Down Stairs Alternately
AUTHOR(S): L. Lively ID #5332
SOURCE: Compet
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-24 Gross Motor/Stairs
11-01 Gross Motor/Balance
11-15 Gross Motor/Run
11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks down stairs with aid	Hold student's hand. Remind him which leg to lead with. Encourage him to stick leg out and then down onto next step.	Stairs with a railing Masking tape or painted line
Walks down steps alternately without aid	Prompt student to walk forward alternating feet.	Balance beam or any strong plank of wood 2-4" wide
Shuffles forward with same lead foot.	Prompt student to shuffle forward always leading with the same foot, keeping other foot behind.	Stop watch or watch with secon hand
Demonstrates ability to maintain balance while walking on a straight line	Prompt student to walk sideways on a line with feet at 90° angle.	Marching record Record player
	Walk backwards alternating feet for demonstration.	Drum or tom-tom
Walks backwards shuffling feet	Prompt student to walk backwards shuffling feet.	Commercially made or teacher made rubber (non-skid footsteps or
Maintains balance while walking on an elevated beam	Begin with board level on ground. As studnet becomes more confident, raise 2".	squares of old linoleum tiles
	If student shows fear first, allow him to walk with one foot on board and one on floor.	
Walks fast without aid	Conduct walking races with another student.	

NLRC/P

Accession Number 52561

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks as fast as possible within designated area.	Individual game -- "Beat the Clock." The student walks as fast as he can to a marked area and back. This is timed. He then walks again. If he is faster, he is rewarded with an M & M or appropriate reward.	
Plays "Duck", a running game	Someone is "it" and he walks around a circle of people touching a student and says "Duck." He touches a student and says "Goose." The Goose must catch "it" before "it" walks around the circle to Goose's place. This can be adapted to running or walking.	
Raises feet to a marching record with assistance	Play a fast marching record and help student move to the music. Hold hand and march fast showing him how to raise feet and how high. Choose a record with a strong drum or the teacher can beat the durm as they march.	
Follows footsteps, walking quickly	Place rubber footsteps on squares apart. While you hold his hand, tell tell him to walk fast and put one foot on each rubber square. Place these further apart as the student performs successfully. Put the closest block next to the foot he leads with.	
Runs in place. Runs designated distance	Encourage student to run in place. Then run a distance. Make use of games as "Duck, Duck, Goose" and "Beat the Clock."	

Accession Number 52562

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52562
TITLE: Eye/Hand Coordination
AUTHOR(S): L. Lively ID #5332
SOURCE: Summet Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-09 Viaual/Motor Integration
12-01 Fine Motor/Finger Movement
12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates eye/hand coordination while using grasp movements	Encourage student to scribble vertically. Encourage scribbling horizontally.	Thick crayons Heavy, larger paper
Uses crayons to scribble	Scribble to music	Tape to tape down paper.
Uses crayons to color a picture	Select a large single object which is drawn or dittoed on heavy paper. This drawing is then outlined and glued in place with heavy yarn. Thinner yarn is used a proficiency increases. Then outline only with glue. And finally in dark crayon or magic marker.	Records to elici various moods. Record player
	On a very large heavy paper, draw one of the following: O, U. X with a bright crayon. Use X's to show the starting and stopping point, i.e. X--------X	Dittos on heavy large paper drawing of an apple circle, square, flower, etc.
Uses crayon to cross the mid-line	Give the student another colored crayon and tell him to move his crayon back and forth across your line. You have to assist.	Heavy yarn Glue Magic markers
	Cut shapes from heavy cardboard. Glue on a knob or light block so that student can easily hold.	Heavy cardboard Light-weight blocks
	Trace around shape around it on construction paper.	Shape templates
	Mount X-ray paper on washable surface on heavy cardboard.	DLM shape stencils Dubnoff kit

NLRC/P

Accession Number 52562

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	On the x-ray paper, make the basic shapes out of a mixture of glue and sand	Construction paper X-ray paper
Uses crayons to trace	The student traces over the surface shapes with fingers and crayons.	Heavy cardboard

Accession Number 52563

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52563
TITLE: Making Body Puzzle
AUTHOR(S): L. Lively ID #5332
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: MI-03 Self-Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Colors body drawing	Trace the student on a large sheet of paper. Student colors body. Then glues body on cardboard. Cut body apart.	Large paper Big cardboard box
Assembles puzzle parts	Encourage student to put together the puzzle, naming the parts as he does it.	Rubber cement Scissors
	Sing and play "Hokey Pokey" and "If You're Happy and You Know It."	Crayons
	Encourage student to look in the mirror and show you his face.	Glue Record
Draws self picture	Have student draw a picture of himself or teacher may draw it as student indicates what and where to draw features.	Record player Mirror
Names body puzzle parts	Make a head from pink flannel. Mount on cardboard and make other facial features from various colored flannel. Prompt student to assemble face, naming parts as he does so.	Paper Crayons Colored flannel
Assembles face puzzle parts and names each	Make face and/or body puzzle. Student selects large pictures from magazines and mounts them on cardboard. Then they can be cut into easy puzzle parts.	Cardboard Magazine Cardboard Rubber cement or DLM people puzzles

Accession Number 52564

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52564
TITLE: Buttoning
AUTHOR(S): L. Lively ID #5332
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, Snaps, Zippers

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Identifies pants	Place cue on the back of the student's pants for easy identification of back, i.e. a red piece of material about 3" square where tag would be placed.	Colored swatch of material Safety pin or sew material to pants
Works with button or zipper board.	Encourage student to work on a button or zipper board.	Button or zipper board
Buttons own blouse	Allow student to practice on a large doll, with button clothing. Turn doll around so that student is buttoning doll's clothing as he would his.	Large doll with button clothing
	Work with blouses which have large buttons and buttonholes such as a smock.	Front button blouses with large buttons and buttonholes

Accession Number 52566

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52566
TITLE: Reaching for Rail on Pool
AUTHOR(S): W. Renne ID #5333
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 14-01 Recreation and Playground Activities/Swimming

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to pool railing	Encourage student to respond to the rail at the pool.	Syro-foam football-shaped flotation device with harness
Goes under railing	Stand student near rail and allow him to go under. Then place his hands on the rail.	
Holds railing	He will hold rail	
	Move a few feet from rail, face rail and hold student from behind and gradually let go.	
Reaches for railing	Prompt him to reach for the rail. Increase distance from rail and add the flotation device.	

Accession Number 52567

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52567
TITLE: Finger Feeds Self
AUTHOR(S): W. Renne ID #5333
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-04 Feeding/Eating/Finger Feeding

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Cooperates when geing fed .	Use fingers to feed student favorite food, showing it to him each time. Encourage him to move his head, mouth to get the food.	Prepare and cut food
Finger feeds self	Hold food up for him to see but away from him. Have his hand guide your hand to his mouth. Continue until he will take it from your hand and put it in his mouth.	

Accession Number 52568

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52568
TITLE: General Activities
AUTHOR(S): A. Hinchberger ID #5334
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-00 Gross Motor

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates the ability to: run, throw, catch skip, hop, jump and walk	Do any of the specific activity to appropriate piano music, records, games or simple commands.	Records, musical instruments

NLRC/P

Accession Number 52569

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52569
TITLE: Social Walks
AUTHOR(S): A. Hinchberger ID #5334
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M2-02 Social Interaction/Awareness of Others

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates awareness of himself and other individuals Seeks attention Participates alone or in a group	Prompt student to walk on ground of institution alone, with teacher, or with a group. This will add interaction, reinfrocement, response to environment and its people.	Environment: Trees, grass flowers, people

NLRC/P

Accession Number 52570

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52570
TITLE: Exercises for Finger Movement
AUTHOR(S): A. Hinchberger, ID #5334
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:

12-01	Fine Motor/Finger Movement
12-02	Fine Motor/Grasping
12-04	Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Works through finger plays to music	Encourage student to work through finger plays to music in a slow, fast loud (squeeze) and soft (hold) manner.	Musical Instrument
		Beads
Claps hands	Clap hands in different ways to music. Prompt student to imitate	Crayons
Strings beads	String beads. Encourage student to imitate.	Paper
Scribbles with crayon	Use crayons in scribbling fashion. Prompt student to imitate.	

Accession Number 52571

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52571
TITLE: General Object Following
AUTHOR(S): A. Hinchberger Unit 84 ID #5334
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-12 Visual Tracking/Pursuit/Fixation
A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Viaually tracks and fixates an object Attends to viaual stimuli	Show student object or allow him to pick up or point to the object depicted through a simple command.	Food Toys Pictures Places inside and outside of the institution

Accession Number 52572

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52572
TITLE: Sound Awareness
AUTHOR(S): A. Hinchberger ID #5334
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A1-06 Auditory Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Discriminates between sound and silence. Discriminate between fast and slow.	Simple pieces can be played (on record player) on a piano or musical instrument by teacher to provide stimulus of sound, silence, fast and slow.	Music and sound to implementer's discretion
Sings	Have student sing using his own vocal sound.	
Responds to a voice.	Have student respond to your voice.	

Accession Number 52573

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52573
TITLE: Learning Dressing through Repetition
AUTHOR(S): A. Hinchberger ID #5334
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J9-09	Dressing/Undressing/Pants
	J9-16	Dressing/Undressing/Shirts
	J9-14	Dressing/Undressing/Socks

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Puts on and removes pants, shirt and socks	Repetition by student with minimal help of implementer to put on--take off clothes in progression.	Clothes suited for student

Accession Number 52574

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52574
TITLE: Image Identification
AUTHOR(S): A. Hinchberger ID #5334
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M1-06 Self-Knowledge/Self Identification

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Perceives own identity	Encourage student to identify self image when seen in the mirror.	Mirror Pictures
Identifies self in pictures	Encourage student to identify self among others when looking at pictures	Environment

Accession Number 52575

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52575
TITLE: Imitating Self Care
AUTHOR(S): A. Hinchberger ID #5334
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	J4-02	Grooming/Body Parts
	J4-04	Grooming/Comb/Brush
	J4-15	Grooming/Rinsing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Turn on water and wet cloth, using soap. Washes hands, face and body. Rinses and towel dries. Combs and brushes hair.	Prompt student to acquire skills by repeatedly imitating your actions. Once student has established the pattern you should offer minimal help.	Soap Wash cloth Towel Comb Brush

Accession Number 52576

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52576
TITLE: Procedure for Brushing
AUTHOR(S): A. Hinchberger ID #5334
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J5-00 Oral Hygiene
J5-01 Oral Hygiene/Brushing Routine

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes procedure for brushing teeth	Give student a brush and tooth paste and illustrate how to brush teeth by doing it for the student.	Tooth paste Tooth brush
Brushes teeth	Imitating, the student brushes teeth while looking in the mirror.	Spray gargle Mirror
Uses spray gargle	Use same procedure with gargle spray.	

Accession Number 52577

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52577
TITLE: Spoon Use
AUTHOR(S): F. Caputo ID #5304
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Guides spoon with assistance.	Aid the guiding of the spoon by placing hand on the arm of the student just below his elbow. Repeat these steps, then gradually release grasp of arm.	Bowl Spoon Bib

Accession Number 52578

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52578
TITLE: Recognizes and Responds to Others
AUTHOR(S): W. Renne
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-02 Social Interaction/Awareness of Others

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Recognizes and responds to another	Hold, cuddle, rock student while softly talking to him.	
Visually attends to a person and reaches out to, or makes contact with that person	If he responds, (making noises) imitate those noises - "talk" to him.	
	Begin this in a check-to-check position.	
	Continue and attempt to get eye contact (very close)	
	Gradually increase the distance until you are no longer holding or touching.	

Accession Number 52579

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52579
TITLE: Cup and Utensil Use
AUTHOR(S): M. A Lydic ID #5329
SOURCE: Summer Traineeship Program - Duquesne Univ.
EDITOR(S) P. Seeger - CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	
J2-15	Feeding/Eating/Utensil Use
J2-04	Feeding/Eating/Finger Feeding
J3-03	Drinking/Cup Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Tips glass to drink with assistance.	Support drinking glass and have student place hand in position to offer lifting support to cup.	Drinking glass or cup
Grasps large handled spoon in fist.	Encourage student to reach out and grasp a large handled spoon when placed in front of him.	Spoon with cloth wrapped and taped around handle, so as to make a large handled spoon.
Places dry food particles into mouth.	Encourage student to lift particles of food to mouth and place them therein when placed in front of him.	

Accession Number 52580

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52580
TITLE: Walks Gradually Farther from Implementer
AUTHOR(S): T. Moses ID #16
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks next to implementer when commanded.	Walking next to student. Give the command, "Walk or stay beside me."	
Walks for a period of time at a designated distance.	Student should stay approximately one arms length from you for a distance of seventy yards. Then repeat process with distance of 100 yards; 150 yards; 175 yards; 225 yards.	

Accession Number 52581

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52581
TITLE: Balance Beam Walking
AUTHOR(S): D. Adams ID #01
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-22 Gross Motor/Walk
11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes procedure	Model for student the proper way to walk on a balance beam.	Balance beam Bean bag
Walks on a balance bean with head up.	Place bean bag at one end of the balance beam for student to jump on after he walks properly across the beam.	Puppet
Looks down only with final step.	Use a puppet as a prompt for fixation of the eyes so he will keep his head up.	
	Prompt student to walk across beam three times, four times, six times.	

Accession Number 52582

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52582
TITLE: Picture Identifying
AUTHOR(S): E. Testa ID #27
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-10 Readiness/Label, Name
D1-02 Readiness/Classify

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes procedure.	Show student one card at a time.	Animal pictures from Peabody Kit #P
Names animal when picture is shown to him.	Tell student the name of each animal on card and encourage student to repeat name. Repeat procedure.	

Accession Number 52583

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52583
TITLE: Designated Walk Lines
AUTHOR(S): T. Moses ID #16
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes procedure.	Model procedure for student.	Masking tape
Walks between two taped lines on floor 6" apart 6' long	Prompt student to walk between taped lines.	
Holds head up.	Prompt student to walk by himself one time, two times, three times, four times.	
Looks forward.		

Accession Number 52584

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52584
TITLE: Walks Lifting Feet Over Blocks
AUTHOR(S): D. Adams ID #01
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-22 Gross Motor/Walk
11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Make a wooden block sidewalk, spacing blocks about twelve inches apart.	Seven wooden blocks
Observes procedure	Model process for student.	
Walks correctly by lifting feet over blocks through a sidewalk of six holes.	Encourage student to walk through sidewalk with you prompting him to hold his head up.	
	Have student walk through three times, five times, seven times.	

Accession Number 52585

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52585
TITLE: Classifying Vegetables and Fruits
AUTHOR(S): E. Testa ID #27
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-02 Readiness/Classify, Categorize
D1-10 Readiness/Label, Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Cites names of fruits and vegetables when shown cards' likenesses.	Prompt student to name six out of seven fruit and vegetables from Peabody Kit.	Food cards of fruits and vegetables
Names fruits and vegetables when shown actual items.	Repeat process, naming all.	Real fruits and vegetables
	Present student with food cards from Peabody Kit, and encourage him to name eight out of ten correctly.	
	Repeat process, naming all.	

Accession Number 52586

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52586
TITLE: Meal Reminders
AUTHOR(S): T. Moses ID #16
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-00 Feeding/Eating

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Holds head up when at table.	Remind student to hold head up and bring food up to his mouth during every meal.	Plate Food Silverware Table Chair

Accession Number 52587

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52587
TITLE: Cutting Food
AUTHOR(S): D. Adams ID #01
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Cuts food with a knife and fork in a small bite size pieces at every meal when appropriate.	Model for student the proper way of cutting up food. Student is hand-guided. Student is verbally prompted.	Knife Fork Plate Food

Accession Number 52588

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52588
TITLE: One Bite at Time
AUTHOR(S): E. Testa ID #27
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-02 Feeding/Eating/Chewing
J2-13 Feeding/Eating/Swallowing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes the proper way to eat.	Model for the student the proper way to eat.	Food
	Physically stop the student from placing too many bites of food in his mouth at one time.	Silverware Plate
Takes only one bite at a time.	Verbally prompt student to take only one bite at a time.	

Accession Number 52589

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52589
TITLE: Verbally Prompted to Stand
AUTHOR(S): T. Moses
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-17 Readiness/Relationship
D1-19 Readiness/Spatial Orientation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands behind, beside, or in front of the implementer when verbally prompted.	Tell student to stand behind, beside or in front of an object or yourself. Verbally prompt student to achieve objective.	Chair Door Table
Stands as directed without verbal prompting.	Practice until no verbal prompting is necessary	

Accession Number 52590

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52590
TITLE: Animal Sounds
AUTHOR(S): D. Adams ID #01
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A1-06 Auditory Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Listens to animal sounds. Names animal sounds correctly.	Play record requesting student to name each animal sound after it is heard, naming seven out of twelve sounds. Repeat process to ten sounds Repeat process to twelve sounds.	Record of animal sounds from Peabody Kit, Level #P Record #6

Accession Number 52591

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52591
TITLE: Counting to Four
AUTHOR(S): E. Testa ID #27
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F1-03 Numeration/Counting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Accepts blocks one at a time.	Hand the student four blocks, one at a time, counting them out loud to the student.	Four blocks
Returns blocks counting when prompted.	Then ask student to give the blocks back counting each correctly.	
Counts outloud.	Prompt him to count correctly.	
Repeats process without prompting.	Repeat process without prompting.	

Accession Number 52592

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52592
TITLE: Touching Body Parts
AUTHOR(S): M. L. Laux ID #12
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M1-03 Self-Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S): To be used with all body parts, one at a time.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes implementers nose.	Point to own nose while saying "Nose, this is my nose". Then touch students nose and say "Nose, this is your nose." Do this several times.	Mirror Doll
Touches nose with assistance.	Take student's hand and put it on his nose repeating the same words.	
Touches doll's nose and then own nose with partial assistance.	Follow the same procedure with doll's nose and student's nose again. This time student's hand will not be placed on his nose, but guided to two inches from nose prompt student to complete the distance to the nose on command, "point to your nose".	
Observes self through mirror while implementer points to nose.	Allow student to view himself in the mirror while pointing to nose.	
	Repeat entire procedure increasing distance from student's nose with each trial; 3", 4", 6", 8", 10", 15".	
Touches nose when physically prompted.	Then repeat entire procedure prompting student to move towards nose by only touching his hand.	
Touches nose on command.	Finally, repeat entire procedure make use of the command only.	

Accession Number 52593

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52593
TITLE: Patting Hands
AUTHOR(S): M. L. Laux ID #12
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M2-05 Social Interaction

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits opposite implementer	Sit on the floor opposite student and hold the student's hands, palms up, flexed toward you. Hold own hands up toward the student in the same manner.	
Holds both hands up, flexed toward implementer		
Pats implementer's palms with aid	After guiding the student's hands to position, pat them (Pat-a-cake style)	
Positions both hands when implementer does.	Prompt student to position his hands when you raise hands to position.	
Pats implementer's palm when prompted.	With both pairs of hands in position pat student's hands. Encourage student to pat in return.	
	A third person may be necessary to aid student in patting implementer's hands.	
	Gradually work from one pat to three, five, and finally seven pats, as student progresses.	

Accession Number 52594

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52594
TITLE: Turns Head Toward Implementer
AUTHOR(S): S. Shook ID #22
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M2-02 Social Ineraction/Awareness of Others

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Turns head towards implementer with assistance on command.	Turn student's head in desired direction while saying, "Look at me".	
Turns head towards implementer with little assistance on command.	Gradually, cease turning student head and only touch lightly the side of his head while citing command.	

Accession Number 52595

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52595
TITLE: Holds Head Properly
AUTHOR(S): S. Shook ID #22
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J2-00 Feeding/Eating
M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
While eating, holds head up properly with assistance.	Prompt student to hold his head up (parallel) while eating, lifting spoon from plate to mouth. Apply pressure to the student's forehead when he lower his head to his plate.	Table Chair Spoon

Accession Number 52596

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52596
TITLE: Explanation of Dressing/Undressing
AUTHOR(S): S. Shook ID #22
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J9-00 Dressing/Undressing
J9-15 Dressing/Underssing/Underwear

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Listens to explanation on dressing and undressing	Verbally explain to the student how to remove and replace underwear and pants.	Underwear Pants
Removes and replaces underwear and clothing with assistance.	Hand guide student through removing and replacing clothing. As student masters task, prompt him to complete task in less time.	

Accession Number 52597

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52597
TITLE: Gradually Works to Drink from Full Glass
AUTHOR(S): S. Shook ID #22
SOURCE: Summer Trainee Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J3-10 Drinking/Spilling
J3-03 Drinking/Cup Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Drinks from glass 1/4 of the way full without spilling (both hands).	Place both student's hands around glass 1/4 of the way full.	Drinking glass
Drinks from glass 1/2 of the way full without spilling.	After the student has mastered drinking that much without spilling, repeat using 1/2 full glass, 2/3 full glass, 3/4 full glass.	
Drinks from 2/3 of way full without spilling.		
Drinks from a full glass without spilling.	Finally, prompt student to drink without spilling from a full glass of liquid.	

Accession Number 52598

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52598
TITLE: Offering Object
AUTHOR(S): S. Shook ID #22
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-06 Social Interaction/Relationship to Adults
M2-07 Social Interaction/Relationship to Peers
M2-05 Social Interaction/Play

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Offers object with assistance.	Hand guide student to transfer object from own hand to the implementer, while saying "Give it to me".	Hand size object
Offers object on command.	Gradually diminish handguiding until student offers object on command.	

Accession Number 52599

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52599
TITLE: Rolling Ball
AUTHOR(S): S. Shook ID #22
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-21 Gross Motor/Throw

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Assumes sitting position.	Seat student on floor with legs spread apart. Sit across from student in the same position.	Large ball Small ball
Listens to command and rolls ball with assistance.	Roll large ball to student. Hand guide student in properly rolling the ball. Simultaneously command student to "roll the ball to me", as he is hand guided in rolling the ball. Reward student with verbal praise.	
Rolls smaller ball on command.	Repeat procedure with a smaller ball, ignoring incorrect behavior and verbally praising proper behavior.	

Accession Number 52600

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52600
TITLE: Clapping Hands on Command
AUTHCR(S): M. Laux ID #12
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-04 Find Motor/Manual Dexterity/Fine Motor Coordination
A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Assumes a sitting position. Claps hands in "Patacake" fashion with assistance. Claps hands on command	Together with student sit facing each other. Command student, "clap your hands" while clapping hands for guiding student's hands to clap. After this demonstration, clap hands again until student begins clapping. Gradually eliminate clap prompting and give the same command while only touching the student's hand. Finally, only give command for student to clap hands.	

Accession Number 52601

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52601
TITLE: Walking In Socially Acceptable Manner
AUTHOR(S): M. L. Laux
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks in a sociably acceptable manner with prompting.	Hold student's hand and walk along with student prompting her not to sit. Verbally reward student for walking nicely. When student attempts to sit ignore her. Do not reward her when she stands, only while she is walking. When student pulls at hand in an attempt to sit, grip hand more firmly and give a harsh "No".	

Accession Number 52602

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52602
TITLE: Using Soap to Wash Hands
AUTHOR(S): M. L. Laux ID #12
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J1-04 Toileting/Hand Cleanliness
J4-19 Grooming/Soap Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Supply the student with the necessary items for washing hands. (soap, towels)	Soap (cake) Towel
Picks up soap to wash hands on command. Uses soap while washing hands.	After toileting, prompt student to wet hands, and turn off the water. Point to soap and command student to "Pick up soap". Turn water on again and repeat procedure. Continue until student masters procedure.	
Picks up soap and washes hands without prompting.	Gradually eliminate command as student remembers to use soap while washing hands.	

Accession Number 52603

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52603
TITLE: Saying "Bye-Bye" While Waving Hand
AUTHOR(S): M. L. Laux
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M2-00 Social Interaction

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes "Bye-Bye" procedure through mirror.	Place student in front of the mirror and say "Bye-Bye" to him while guiding his hand in a wave.	Full-length mirror
Moves hand in a waving motion with assistance.	In front of mirror, sit or stand beside student and say "Bye-Bye" into mirror (be sure that student is paying attention) If student does not take the initiative toward waving, lift students arm to prompt waving. Reward student when waving is accomplished. If guiding is necessary continue while saying "Bye-Bye".	
Moves hands in a waving motion without assistance nor use of mirror.	Gradually eliminate the use of the mirror. Sit across from student and begin procedure agian. Reward student for all moves towards waving.	
Says "Bye-Bye" while waving hand.	Demonstrate in front of mirror how to create a "B" sound, if necessary before student will say "Bye-Bye".	

Accession Number 52604

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52604
TITLE: Walking Up and Down Stairs With Assistance
AUTHOR(S): S. Shook ID #22
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-24 Gross Motor/Stairs

CONSIDERATIONS FROM EDITOR(S):
Useful for developing courage when using stairs.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks up and down stairs with assistance.	When student is positioned on the stairs with hands holding railings, grasp one hand from the railing and provide verbal encouragement to step down on his own. Initially, prompt student to proceed through five steps. Later, increase the number of steps as the student gains courage.	Stairs

Accession Number 52605

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52605
TITLE: Walking Up and Down Stairs Using Alternate Feet
AUTHOR(S): S. Shook ID #22
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-24 Gross Motor/Stairs

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks up and down stairs using alternate feet with verbal and physical prompting.	Use the verbal prompt "use the other foot" for encouraging student to alternate feet while walking stairs. Simultaneously, tap lightly on the students leg to be used next.	Stairs
Walks up and down stairs using alternate feet with verbal prompting only.	Gradually refrain from tapping and use verbal prompting only.	
Walks up and down an increasing number of stairs using alternate feet.	Gradually increase the number of steps be climbed.	

Accession Number 52606

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52606
TITLE: Opening Hands on Command
AUTHOR(S): A. Simodejka ID #24
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 12-01 Fine Motor/Finger Movement

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Outstretches hand on command.	Prompt student to open hands outstretching fingers when commanded: "Name, open your hands."	

Accession Number 52607

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52607
TITLE: Sitting Without Support
AUTHOR(S): K. Prave ID #20
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits without support.	Place student in sitting position with legs crossed in a tailor position, arms and hands on lap or at sides.	Mat
Holds head up with prompting.	Prompt student upright while sitting, increasing time gradually.	
Sits without support, holding head up without prompting.		

Accession Number 52608

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52608
TITLE: Crawling on Command
AUTHOR(S): A. Simodejka ID #24
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-07 Gross Motor/Crawl

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lays in prone position on mat.	Place student in prone position on mat and command him to "Crawl to me, Name."	Max 10' X 4'
Uses arms, forearms and fists to crawl when commanded.	Prompt student to use arms, forearms and clenched fists to crawl along mat.	
	Increase distance as student progresses.	

Accession Number 52609

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52609
TITLE: Sitting in Chair with Feet Dangling
AUTHOR(S): K. Prave ID #20
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in a chair with feet uncrossed and together, with prompting.	**Place student in a chair which gives him upright support but allows his feet to dangle, legs uncrossed and feet placed together.**	**Chair**
Sits in a chair with feet uncrossed and together without prompting.	Tell student to keep feet in this position. Increase time allotted as student progresses.	

Accession Number 52610

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52610
TITLE: Using Spoon Independently
AUTHOR(S): A. Simodejka ID #24
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-00 Feeding/Eating

CONSIDERATIONS FROM EDITOR(S): This method is directly related to the student's hand of preference, whether he be right - or left-handed.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Tape spoon handle to fit student's hand.	Relaxation chair by Bailey Manufacturing Co.
Grasps spoon. Feeds self with assistance.	Place student in a relaxation chair and prompt student to grasp spoon with hand. Sitting to student's side of perference, grasp his elbow with one hand and his wrist with other. Hold student's elbow 6" out from his body and put pressure on the inner wrist bone to flex student's wrist and feed in an upright position.	
Holds head up on command.	Prompt student with command, "Name, hold your head up." Gradually decrease assistance as student succeeds.	

Accession Number 52611

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52611
TITLE: Using Spoon with Assistance
AUTHOR(S): K. Prave ID #20
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-00 Feeding/Eating

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Tape spoon handle to fit student's hand.	Relazation chair by Bailey Manufacturing Co.
Attends to food on command.	Prompt student to attend to the food on his plate with the command, "Look at your food," or tap the plate and tell him to "Look at your food."	Tape
Assists in scooping food.	Do this during mealtime while student assists in scooping his food.	Spoon

Accession Number 52612

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52612
TITLE: Sitting with Feet Flat on Floor
AUTHOR(S): K. Prave ID #20
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair with feet flat on the floor and together.	Place student in low chair which enables his feet to be flat on the floor. His feet should be uncrossed for him and placed on the floor together. Increase time allotted for task as student progresses.	Chair (low)

Accession Number 52613

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52613
TITLE: Drinking from Cup Independently
AUTHOR(S): K. Prave ID #20
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J3-03 Drinking/Cup Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Holds cup. Raises cup to mouth with assistance.	Place a plastic cup in student's hands, thumb inside the handle and index finger on the outside. Prompt student to raise cup to mouth with implementer's hand at bottom of cup.	Plastic cup
Drinks from cup without spilling.	Release cup 1" from student and prompt him to complete the task of drinking without spilling, independently.	
	Reinforce with a drink pleasing to student.	

Accession Number 52614

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52614
TITLE: Raising Head From Supine Position
AUTHOR(S): A. Simodejka ID #24
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
While laying in a supine position, raises head 3" on command, with decreasing assistance.	Place student in a supine position with shoulders resting on the end of the table and head hanging off the table. Prompt student to lift his head up 3" with assistance. Gradually decrease assistance.	Table 3'X5'X3'

Accession Number 52616

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52616
TITLE: Rolling Across Mat
AUTHOR(S): A. Simodejka ID #24
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-14 Gross Motor/Body Roll

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Rolls from a prone position across mat a designated distance.	Place student on mat in prone position and ask student to roll 3/4 of the way across the mat. Let student know he would receive a reward.	Mat--10' long
Rolls across mat the entire distance.	Finally, prompt student to roll the entire distance of mat.	

Accession Number 52617

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52617
TITLE: Writing Own Address Unaided
AUTHOR(S): B. Chambers ID #02
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E2-06 Handwriting/Manuscript
E2-07 Handwriting/Spacing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Write a pattern of the student's address for the student to follow.	Lined paper #2 pencil
Writes address from established sample.	Prompt student to copy her address directly beneath the sample established. Encourage student to space letters evenly and make letters uniform in size with respect to upper and lower case letters.	
Writes address without aid of sample.	Allow student to practice task several times. Finally, prompt student to write her address without a pattern to follow.	

Accession Number 52618

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52618
TITLE: Using Capital Letters on Proper Nouns
AUTHOR(S): B. Chambers ID #02
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: E1-03 English Grammar and Composition/Capitalization

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Supply student with lined paper and pencil.	Lined paper #2 pencil
	Present student with list of 15 words, 10 of which are proper nouns.	
Recopies a list of words, using capital letters when appropriate.	Prompt student to recopy words, capitalizing the appropriate words (proper nouns).	

Accession Number 52619

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52619
TITLE: Leaving Space Between Words when Printing
AUTHOR(S): B. Chambers ID #02
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E2-07 Handwriting/Spacing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Prints a sentence using finger for spacing aid.	Prompt student to print legibly by using his index finger after each word and begin the next work on the right side of the finger. Prompt student to practice this procedure.	Lined paper Pencil
Prints a sentence leaving ¼" space without aid.	Encourage student to space correctly without the aid of his finger.	

NLRC/P

Accession Number 52620

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52620
TITLE: Copying Simple Sentence from Chalkboard
AUTHOR(S): B. Chambers ID #02
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E2-06 Handwriting/Manuscript Handwriting
E2-07 Handwriting/Spacing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes sentence on chalkboard.	Write a simple sentence on the chalkboard and prompt student to copy on lined paper, using a pencil.	Chalkboard Chalk
Copies sentence on lined paper.	Encourage student to write legibly, using two lines for capital letters, one line for lower case letters, and ¼" space between each word.	Paper with 1" lines #2 pencil

Accession Number 52621

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52621
TITLE: Copying Short Story from Chalkboard
AUTHOR(S): D. Chambers ID #02
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-09 Visual Motor Integration
E2-07 Handwriting/Spacing
E2-06 Handwriting/Manuscript

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes story on chalkboard.	Write a 21-word story on the chalkboard. Supply student with lined paper and pencil.	Lined paper Pencil
Copies story from chalkboard.	Prompt student to copy the story on the paper, not making more than five mistakes in capitalizing letters, making letters uniform size, and evenly spaced.	Chalkboard Chalk
	Prompt student to use two spaces for capital letters and one space for lower case letters.	

Accession Number 52623

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52623
TITLE: Writing Name Independently
AUTHOR(S): A. Simodejka ID #24
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E2-06 Handwriting/Manuscript
E2-07 Handwriting/Spacing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Write student's name on lined paper using one space for capital letters, ½ space for lower case.	#2 pencil Lined paper
Traces name on paper.	Prompt student to trace over written name.	
	Write student's name on lined paper as above.	
	Place dotted line halfway between spaces on paper.	
Copies name following set pattern.	Prompt student to write name on spaces, copying above.	
Writes names on lined paper.	Prompt student to write name using no aids, one space for capital letters, ½ space for lower case.	

Accession Number 52624

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52624
TITLE: Making Change for Nickle, Dime and Quarter
AUTHOR(S): A. Simodejka
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F7-04 Money/Time/Measurement/Geometry/Making Change

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Illustrate the following on the chalkboard for review as long as student needs the prompting: 2 nickels = 1 dime = 10 pennies 3 nickels = 15 pennies 20 pennies = 4 nickels 25 pennies = 4 nickels = 1 quarter = 2 dimes and 1 nickel 3 nickels and 1 dime	Script money Chalk Chalkboard 30 pennies 5 nickels 3 dimes 1 quarter
Makes change for a nickel, dime, 15 cents, 20 cents and a quarter using pennies.	Ask student to give change; for a nickel using pennies, for a dime using pennies, for 15 cents using pennies, for 20 cents using pennies, for 25 cents using pennies.	
Makes change for a dime using nickels.	Ask student to give change for a dime using nickels.	
Makes correct change for a quarter using pennies, nickels and dimes.	Finally, prompt student to give change for a quarter five different ways.	

NLRC/P

Accession Number 52626

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52626
TITLE: Marching to Music
AUTHOR(S): F. Haas ID #07
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
L2-02 Music/Listening Skills
L2-04 Music/Rhythm

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes marching procedure. Lifts feet to a clapping beat. Marches to music.	Demonstrate marching to a record. Clap hands to beat and prompt student to lift feet up with each clap.	Record player Marching records

Accession Number 52627

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52627
TITLE: Jumping Rope
AUTHOR(S): J. Iman ID #09
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-11 Gross Motor/Jump

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Holds rope in hands and circles arms with assistance.	Place jump rope in student's hands.	Jumping rope
	Guide student's arms, beginning at sides circling hands over her head and bring them to sides again.	
	Gradually decrease prompting.	
Circles rope without assistance.	Encourage student to go through procedure independently.	
Steps over rope while circling it.	Encourage student to then step over the rope after making a complete circle with hands.	
Jumps rope without tripping.	Prompt student to continue task until she can complete circle without tripping.	
Jumps rope on command.		

Accession Number 52628

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52628
TITLE: Jumping Off Mat Unaided
AUTHOR(S): M. Troup ID #29
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-11 Gross Motor/Jump

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Jumps from mat to floor on command with assistance.	Stand student on mat and hold both of his hands while standing in front of him. Command student to jump off mat, with both feet, toward you. Repeat, holding only one hand.	Tumbling mat
Jumps from mat to floor on command independently.	Finally, command student to jump off mat without assistance.	

Accession Number 52629

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52629
TITLE: Clapping "Pat-A-Cake" with Implementer
AUTHOR(S): M. L. Laux ID #12
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-05 Social Interaction/Play
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits across from implementer and observes pat-a-cake.	Sit directly across from student and go through the motions of "Pat-a'cake".	
Claps out Pat-a-cake with assistance.	Implementer #2 sits behind student and guides student through motions.	
Claps out Pat-a-cake in view of mirror.	Place student in front of full-length mirror and take her through all the motions one step at a time while Implementer #1 does them also. Correct any mistakes.	
Claps out Pat-a-cake routine along with implementer.	Sit opposite student and work through routine very slowly, step by step. Procedure to play Pat-a-cak: Hit own legs with hands simultaneously Clap own hands together Hit one another's hands simultaneously Clap Hit alternate hand with student (cross-over) Clap Hit opposite alternate hand with student (left to left, cross-over) Sing: "Pat-A-Cake, Pat-A-Cak Baker's man "Bake me a cake as fast as you can"	

Accession Number 52630

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52630
TITLE: Unbuttoning Sweater Independently
AUTHOR(S): M. Troup ID #29
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, Snaps, Zippers

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Unbuttons sweater with assistance.	Place sweater flat on the floor in front of student and command student to "unbutton all the buttons" with assistance.	Sweater with buttons
Unbuttons sweater independently.	Prompt student to unbutton buttons independently. Time allotted for task should decrease with student's proficiency.	

Accession Number 52631

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52631
TITLE: Buttoning Sweater Independently
AUTHOR(S): D O'Shea ID #18
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, Snaps, Zippers

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Buttons sweater with assistance.	Place sweater flat on the floor in front of student and command student to "button all the buttons" with assistance.	Sweater with buttons
Buttons sweater independently.	Student should be allowed to complete task independently. Time allotted for task should decrease with proficiency.	

Accession Number 52632

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52632
TITLE: Identifying Colors, Using Crayons, Felt and Candy Land Game
AUTHOR(S): M. L. Laux ID #12
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-03 Readiness/Color Concepts
D5-03 Vocabulary Development/Color Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Discriminates between blue and yellow felt pieces and arranges in piles.	Place blue and yellow felt pieces on the floor. Prompt student to put all the blue in one pile and the yellow in another pile.	Red, yellow and blue felt shapes Crayons
Hands blue felt figures on command.	Have the same felt figures on the floor in front of student and prompt her to hand you the blue.	Paper
	Mix red figures in with the other figures. Prompt student to hand you only the blue.	Peabody Kit - Level P Candy Land Game by Milton Bradley
Discriminates between red and blue and arranges in piles.	Hand student various felt objects and prompt her to pile all the blue in one pile and the rest in another pile.	
Discriminates between green purple, blue and brown and arranges in piles.	Take links from Peabody Kit (green purple, blue, brown) and have student separate them into piles. Prompt student to make a chair of blue links only for a pile of many colors.	
Makes a chain of blue links.		
Colors and names each crayon.	Using crayons and paper, tell student to pick up blue crayon and color. Prompt student to name each color selected thereafter.	
Names each colored card from Candy Land Game.	Using Candy Land Game, prompt student to name each color shown each time a card is drawn.	

Accession Number 52633

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52633
TITLE: Washing Independently
AUTHOR(S): M. L. Laux ID #12
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J4-07 Grooming/Face

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Dampens wash cloth.	Prompt student to dampen a wash cloth.	Sink
	Wipe student's face and name each part.	Mirror
Identifies and washes areas separately.	Give student the wash cloth to dampen and say "Wash your face." Point to areas on your own face and tell student to wash that area on his face.	Wash cloth
Washes face on command.	Again, give student a cloth to dampen and command him to wash his face. If areas are forgotten, simply name them, do not point.	

Accession Number 52634

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52634
TITLE: Tying Shoelaces with Aid
AUTHOR(S): D. O'Shea ID #18
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-12 Dressing/Undressing/Shoelaces

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Ties know.	Prompt student to tie knot only.	Busy block
Ties knot and makes two loops.	Prompt student to tie and make two loops.	Skill Development Equipment Co.
Ties knot and makes two loops and transfers without losing formed loops.	Prompt student to tie knot and two loops again, the transfer the two loops to the hands of the implementer without losing the formed loops.	
Makes two loops and puts right loop over and behind left loop. Forms bow.	Finally, prompt student to make two loops and put right loop over and behind the left loop to form a bow.	

NLRC/P

Accession Number 52635

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52635
TITLE: Putting on Sneakers Independently
AUTHOR(S): D. O'Shea ID #18
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J9-11 Dressing/Undressing/Shoes

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
While seated in chair, will put sneakers on upon command.	Seat student in chair and place sneakers on the floor in front of him (left shoe in front of left foot and right shoe in front of right foot). Command student to put sneakers on. Demonstrate for student any part of the procedure he has difficulty with and guide his hands if necessary. Prompt student again to put sneakers on independently. Reward with praise and hugs.	Shoes: sneakers with tongues Chair

Accession Number 52636

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52636
TITLE: Buckling Shoe Buckles
AUTHOR(S): D. O'Shea ID #18
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J9-11 Dressing/Undressing/Shoes

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Buckles buckle on Busy Block.	Prompt student to buckle the buckle on the Busy Block.	Busy Block
Buckles buckle on shoe.	Present student with a buckle shoe and prompt him to buckle it.	Shoes with buckles
Buckles buckle on shoe while wearing it.	Prompt student to buckle shoe while wearing it.	

Accession Number 52637

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52637
TITLE: Tying Knot In Shoestring
AUTHOR(S): D. O'Shea ID #18
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J9-12 Dressing/Undressing/Shoelaces

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes procedure for tying knot in shoestring.	Place student's shoe in front of student and demonstrate the following procedure. a. cross the white shoestring over the red shoestring, b. place red one under white one c. pull both shoestrings to form the initial knot.	Shoes with one white lace and one red lace.
Imitates procedure and ties initial knot.	Prompt student imitate procedure.	

Accession Number 52638

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52638
TITLE: Spitting While Brushing Teeth
AUTHOR(S): D. O'Shea ID #18
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J5-00 Oral Hygiene

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes spitting and swallowing procedure.	Demonstrate spitting water out of mouth and prompt student to imitate.	Toothpaste Toothbrush
Imitates procedure.	Demonstrate swallowing water and prompt student to imitate.	Paper cup
Spits and swallows properly while brushing teeth.	Prompt student to spit and swallow on command.	Water
	During brushing procedure prompt student to spit when told.	

Accession Number 52639

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52639
TITLE: Jumping Over Block with Assistance
AUTHOR(S): M. Troup ID #29
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-11 Gross Motor/Jump

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Jumps with both feet over a block with assistance.	Stand on one side of block, facing student on the other side. Hold student's hands and prompt student to jump over the block.	Wooden blocks 3" X 16"

NLRC/P

Accession Number 52640

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52640
TITLE: Walking with Head Erect
AUTHOR(S): D. O'Shea ID #18
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Attends to coloring book. Walks with head held erect.	Hold a coloring book, measuring 8 x 11 in front of student and prompt student to walk toward it. Encourage student to walk with head parallel to body. Increase the number of steps successively. A mirror may be used in place of a coloring book.	Coloring book or mirror

Accession Number 52641

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52641
TITLE: Putting on Underwear
AUTHOR(S): D. O'Shea ID #18
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J9-15 Dressing/Underwear

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Puts on shorts with increasing speed.	Hand student shorts or underpants in the correct position for putting them on. Prompt student to step into pants and pull them up to his waist. Decrease allotted time for each trial.	Shorts Underpants

Accession Number 52642

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52642
TITLE: Jumping on Command
AUTHOR(S): D. O'Shea ID #18
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-11 Gross Motor/Jump

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes jumpint procedure.	Model jumping behavior, lifting both feet from floor simultaneously.	
Imitates jumping procedure.	Encourage student to imitate procedure, lifting both feet simultaneously.	
Jumps with both feet off floor simultaneously	Height of jump should increase gradually.	
Jumps on command.	Instruct student to jump on command, "Jump high."	

Accession Number 52643

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52643
TITLE: Walking Across Balance Bean Independently
AUTHOR(S): M. Troup ID #29
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks sideways across balance beams holding implementer's hands.	Hold student's hands and prompt him to walk sideways across balance beam.	1" wide balance beam
	Procedure is repeated until student gains confidence.	
Walks heel to toe across balance beam holding implementer's hands. Walks across beam independently.	Next prompt student to walk with heel to toe progression across beam holding implementer's hand. Procedure is repeated until student is able to complete task independently.	

Accession Number 52644

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52644
TITLE: Responding Correctly to "What is your name?"
AUTHOR(S): D. O' Shea ID #18
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	E4-05	Speech and Language Development/Expressive Language
	M1-06	Self Knowledge/Self Identification
	M1-05	Self Knowledge/Responds to Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Repeats first and last names when asked.	Instruct student to reply "X Y" (X = first name, Y = last name) when he is asked, "What is your name?"	
Asks teacher "What is your name?"	Prompt student to ask implementer "What is your name?" Reply with first and last name.	
Responds correctly to, "What is your name?"	Again, ask student "What is your name?" If student doesn't respond correctly, repeat procedure until learned.	

Accession Number 52645

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52645
TITLE: Jumping From Mat to Floor Unassisted
AUTHOR(S): D. O'Shea ID #18
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-11 Gross Motor/Jump

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Jumps from mat to floor with help.	Stand in front of the student and hold both hands. Encourage the student to jump from the mat to the floor.	Nissin mat
Jumps from mat to floor unassisted.	After student is able to jump from the mat to the floor, decrease the amount of support rendered until the student is able to jump unassisted.	

Accession Number 52646

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52646
TITLE: Walking Backwards
AUTHOR(S): D. O'Shea ID #18
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) M. Carricato CCSU #12

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Takes one step backwards.	Stands behind the student. Direct student to look at an object and to take one step backwards while continuing to look at the object. Constantly reassure the student that you're behind him.	
Takes more than one step backwards.	The above procedure is repeated for increasing numbers of steps.	

Accession Number 52647

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52647
TITLE: Moving Scooter While in Supine Position
AUTHOR(S): B. Nizrik
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #12

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-23 Gross Motor/Vehicles

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lays in supine position on scooter and motivates 7''; 9''; and 12''.	Place student in supine position on scooter with knees at 90° angle, shins touching scooter 7'' in one extension. Repeat for a distance of 9'' for two consecutive trials. Repeat for a distance of 12'' for two consecutive trials. Reward after each step.	Scooter

Accession Number 52648

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52648
TITLE: Moving Scooter with Arms While in Prone Position
AUTHOR(S): B. Stancato ID #26
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-23 Gross Motor/Vehicles

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lay in prone position on scooter.	Lay student in prone position, with cheek resting on scooter. Extend student's arms forward fully and command student to "Pull."	Scooter Tile floor
Pulls self on scooter 3½"; 5"; 6".	Encourage student to move scooter 3½"; 5"; 6", placing arms in starting position each time. Reward after each step.	

Accession Number 52649

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52649
TITLE: Crawling on Stomach and Elbows to Complete Simple Task
AUTHOR(S): B. Stancato ID #26
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-07 Gross Motor/Crawl

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Crawls a distance of 1½' and arranges blocks (2) in a row.	Place student on mat and encourage him to crawl on stomach and elbows to move one block to another 1½' away.	5 blocks 3"x2"x4" Wooden truck
Crawls a distance of 2' and arranges blocks in a row.	Repeat with distance of 2'. Prompt student to place 5 blocks in a wooden truck two feet away.	1 Board 6"x1½"x3' 1' high box Mat
Crawls a distance of 2'; 3', then 4' and places blocks in toy truck.	Repeat with distance of 3' Reapeat with distance of 4'	
Lifts 4; then 5 blocks from stomach to board.	Prompt student to lift 4 blocks from stomach to a board resting on implementer's lap, one at a time. Repeat, using 5 blocks.	
Crawls a distance of 4' and places 5 blocks on 1' high box.	Encourage student to crawl on stomach and elbows to place 5 wooden blocks on 1' high box 4' away, one at a time. Use 12 minutes as a criterion time for task. Initially, reward with praise and hugs and crackers. Gradually reduce reward to completion of entire task.	

Accession Number 52650

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52650
TITLE: Wrist Exercising
AUTHOR(S): A. Gross ID #6
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-26 Gross Motor/Flexibility

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in bean bag.	Place student in a sitting position in a bean bag chair and rotate student's wrist 90° five times; ten times; finally fifteen times.	Bean bag chair
Demonstrates flexibility in wrist.		
Plays pat-a-cake.	Prompt student to play pat-a-cake.	

Accession Number 52651

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52651
TITLE: Bending Arms
AUTHOR(S): B. Nicnik ID #17
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-26 Gross Motor/Flexibility

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lays in prone position and allows arm to bend from elbow.	Lay student in prone position on mat and bend his arm at elbow from 0° to 180° five times in fifteen seconds. Repeat, bending arm six times in fifteen seconds; then seven times in fifteen seconds.	Mat Bean bag chair
Sits in bean bag and allows arm to bend from elbow.	Place student in a sitting position in bean bag chair and bend arm at the elbow from 0° to 180° three times in ten seconds.	
Demonstrates flexibility in arm.	Repeat, bending arm four times in ten seconds; then five times in ten seconds. Reinforce with verbal praise during the action and at completion of the task, reward with a cracker.	

Accession Number 52652

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52652
TITLE: Hitting Rolling Ball with Hand
AUTHOR(S): P. Walker ID #30
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lays in prone position.	Place student in prone position on mat and place ball by student's hand and prompt student to hit it on command.	Mats 6" diameter ball
Hits ball when rolled toward him.	Roll ball to student from a distance of 3' and prompt him to hit it. Continue until the student is successful three consecutive times. Initially reward after ever hit, then reward only after completion of task.	

Accession Number 52653

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52653
TITLE: Raising Head From Prone Position
AUTHOR(S): C. Siegel ID #23
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to raise head in a coordinated manner, independently.	Place student in prone position and prompt him to lift his head 12" from mat for 25 seconds, supporting self on forearms and elbows. Repeat, extending time to 30 seconds. Repeat, extending time to 40 seconds. Repeat, extending time to 55 seconds. Repeat, extending time to 60 seconds. Repeat, extending time to 70 seconds. Increases should be made daily and rewarded appropriately.	Mat

Accession Number 52654

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52654
TITLE: Imitating Animal Sounds
AUTHOR(S): J. Masquelier ID #14
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: E4-11 Speech and Language Development/Sound Imitation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates sounds of seven animals.	Prompt student to pull string and copy the sound he hears. Repeat with three sounds, five sounds, seven sounds.	Teacher cited: Farmer Says toy Ideal Toys, Inc.

Accession Number 52655

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52655
TITLE: Responding to Command "Look at me"
AUTHOR(S): P. Walker ID #30
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A2-12 Visual Tracking/Pursuit/Fixation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to fixate eyes on an object one foot away, for six seconds.	Lay student in bean bag chair and say, "Look at me," from a distance of one foot for six seconds.	Bean bag chair
Demonstrates ability to fixate eyes on an object, 1½ feet away, for eight seconds.	Repeat at a distance if 1½ feet. Request fixated stare for eight seconds. Increase time gradually smiling only when student stares. Reinforce with praise and crackers.	
Demonstrates ability to fixate eyes on an object for any designated time.	Reward with each step.	

Accession Number 52656

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52656
TITLE: Sitting Up with Assistance
AUTHOR(S): J. Iman ID #09
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lays in a supine position	Place student in a supine position.	
Pulls self to a sitting position with support.	Place student's feet under Implementer's posterior for support. With student's knees at a 90° angle, prompt student to hold your thumbs for support and pull himself up to a sitting position, simultaneously telling student to "sit up." Reward with verbal praise, kiss, or hug.	
Pulls self to a sitting position with less support during each attempt.	Repeat and gradually provide less support (without help of aides' thumbs).	

Accession Number 52657

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52657
TITLE: Sitting Independently on Command
AUTHOR(S): J. Iman ID #09
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits "Indian" fashion	Place student in a sitting position with his legs crossed in "Indian" fashion and right arm between his legs, left arm at his left side with clenched fists.	Mat Toys
Sits with support on command. Sits independently on command.	Initially, support student at shoulders and give command, "sit up." Gradually decrease support until student is able to sit independently. Toys can be used to hold attention.	

Accassion Number 52658

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52658
TITLE: Standing in Standing Box
AUTHOR(S): J. Iman ID #09
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-20 Gross Motor/Stand

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands with support from standing box.	Place student in standing box, separaing feet with a wooden dividet.	Standing box
Stands on command, attending to toy ten minutes longer each day.	Prompt student to stand by saying, "Stand up," and use a toy to hold his attention. Student should stand without collapsing his knees for ten minutes a day. Increase time each day.	Toys

Accession Number 52659

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52659
TITLE: Establishing Elimination Pattern
AUTHOR(S): F. Haas
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J1-02 Toileting/Elimination Pattern

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Establishes elimination and urination pattern.	Chart student's elimination and urination. When pattern is established, place student on potty at the time established previously, saying, "Go potty." Talk to student pleasantly. Praise student regarless of whether elimination occurs or not. Increase time as student becomes accustomed to procedure.	Potty chair

Accession Number 52660

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52660
TITLE: Supporting Self on Elbows
AUTHOR(S): F. Haas ID #09
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-00 Gross Motor
11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lays in a prone position. Supports self on elbows with assistance.	Place student on the floor in prone position. Place student's arm bent in front of him. Take student's shoulders and bring him up on his elbows and hold this position for a few seconds and release.	Mat
Supports self on elbows independently.	Gradually reduce assistance as student develops ability to support himself in this position independently. Use toys or objects to hold his attention. Time each attempt.	

Accession Number 52661

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52661
TITLE: Raising Head on Command
AUTHOR(S): F. Haas ID #09
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lays in prone position over implementer's lap. Raises head on command.	Place student across lap in a prone position, shoulders parallel to legs. Prompt student to lift his head upward from implementer's leg by saying "Lift your head up." Toys or object may be used to attract his attention. Record student's head - raised distance.	

Accession Number 52662

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52662
TITLE: Attending to Food While Eating
AUTHOR(S): F. Haas ID #09
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-00 Feeding/Eating

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Attends to food while eating on command. Attends to food during meal without prompting.	While eating, prompt student to attend to the food on his plate. Assist student by placing hands over student's and help scoop the food, saying "look at your food." If the student does not attend, bang the plate with the spoon to direct attention.	Spoon Food

Accession Number 52663

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52663
TITLE. Using Spoon to Feed Self Independently
AUTHOR(S): F. Haas ID #09
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Holds spoon with assistance. Uses spoon to feed self with assistance. Holds spoon on command.	Place the spoon into the student's hand and then place hands around the student's hand to assist her in scooping the food and carrying it to the student's mouth. During this procedure say, "Hold the spoon" to the student.	Spoon
	After student accepts the food, bring student's hand back to the plate.	
Uses spoon to feed self independently.	Gradually release student's hand as she begins to hold the spoon independently.	

Accession Number 52664

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52664
TITLE: Arranging Blocks In Row
AUTHOR(S): T. Moses ID #16
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-00 Gross Motor
A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes procedure for arranging blocks in a row.	Demonstrate how to arrange blocks in a row.	3 block
Arranges blocks in a row.	Put one block on the floor and put one in the student's hand. Prompt student to create a row of blocks.	

Accession Number 52665

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52665
TITLE: Walking Up and Down Stairs Using Alternate Feet
AUTHOR(S): D. Adams ID #01
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-24 Gross Motor/Stairs

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks stairs using alternate feet.	Begin attempting to go up and down a set of five steps, twice. Prompt student to walk holding a hand rail and using alternate feet. Repeat increasing the number of steps when successful at each of two attempts.	Steps

Accession Number 52666

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52666
TITLE: Walking While Fixating on an Object
AUTHOR(S): E. Testa ID #27
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks a designated distance while fixating on an object.	Prompt student to walk a distance of two feet across the floor while fixating his eyes on a noise object held in front of him at eye level. Increase walking distance as student masters each.	Tambourine or Drum or Rattle or any object that makes noise

Accession Number 52667

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52667
TITLE: Walking In a Straight Line
AUTHOR(S): T. Moses ID #16
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Tape to the floor two taped lines 16" apart and 6' long.	Tape
Walks in a straight line with assistance. Walks in a straignt line without assistance.	Prompt student to walk between the two taped lines. Hold the student's hand and walk with him during first trial. After mastering this task, arrange taped lines so that the path is an inch narrower. Gradually narrow the path as the student progresses.	

Accession Number 52668

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52668
TITLE: Keeping Left Hand In Lap While Eating
AUTHOR(S): D. Adams ID #01
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J2-00 Feeding/Eating
M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S): To be used with a right-handed student.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Keeps left hand under table with assistance while eating meals.	Hold student's left hand under the table and proceed with eating meal, allowing the student's hand on the table as long as it is kept away from the food.	Food Plate Fork
Keeps left hand under table without assistance.	Using a pat as aversive stimuli, encourage student to keep his left hand down.	Chair Table

Accession Number 52669

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52669
TITLE: Using Straw While Drinking
AUTHOR(S): E. Testa ID #27
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-11 Drinking/Straw Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes straw use.	Demonstrate for the student how liquid flows through a straw by holding finger over the top to hold liquid in the straw.	Glass of liquid Flexible straw
Uses straw while drinking.	Prompt student to suck on straw modeling your procedure.	

Accession Number 52670

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52670
TITLE: Eating One Bite at a Time
AUTHOR(S): T. Moses ID #16
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-00 Feeding/Eating

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Takes one bit of food at a time. Keeps food in mouth until swallowed.	Encourage student to take and chew one bite of food at a time, keeping it in his mouth until swallowed. Stimulate student with a tap on the cheek and verbally remind student to keep the food in his mouth.	Food Plate Fork Table Chair

Accession Number 52671

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52671
TITLE: Rolling Ball in Sitting Position
AUTHOR(S): D. Adams ID #01
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-00 Gross Motor

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits independently.	Place student in a sitting position on the floor with legs spread apart.	Rubber ball (13" diameter)
	Assume the same position as student, with feet touching student's.	
Rolls ball with assistance.	Prompt student to roll a ball to you. Student may be prompted by clapping hands over the student's on the ball and forcing the movement, also.	
Rolls ball on command.	Encourage student with a command of "push (or roll) the ball to me."	

Accession Number 52672

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52672
TITLE: Inserting Shapes into Proper Slots
AUTHOR(S): E. Testa ID #27
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Discriminates between shapes.	Supply student with cylinder, [illegible] and rectangle and a slot box with the related holes.	Wooden form box (slot box)
Manipulates shapes into proper slots	Prompt student to insert each shape one at a time into the proper slot.	

Accession Number 52674

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52674
TITLE: Responding to Own Name
AUTHOR(S): S. Kelly ID #10
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M1-05 Self-Knowledge/Responds to Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Turns head in direction when name is called.	Situate student at a distance of three feet and call him by his name. Simultaneously prompt student to turn and look at you. Increase distance and repeat.	
Responds to name while engaged in any situation.	Prompt student to turn and look when his name is called during social activities.	
	Reward each successful attempt.	

Accession Number 52675

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52675
TITLE: Waiting Turn
AUTHOR(S): E. Czambel ID #03
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S)

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Waits turn when leaving an automobile.	Prompt student to wait patiently until it is his turn when leaving an automobile.	
Waits turn when playing with toys.	Prompt student to stand in line and wait until it is his turn before using a play object.	

Accession Number 52676

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52676
TITLE: Identifying Primary Colors
AUTHOR(S): S. Kelly ID #10
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S)

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-03 Readiness/Color Concepts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Identifies primary colors.	Prompt student to identify the color yellow at random upon request after one-half hour of instruction. This is to be repeated with the other two colors.	Crayon 12" colored rug samples
Points to designated color.	Supply two rug samples (red, blue, yellow samples) and prompt student to point to the requested color.	
Hands crayon of designated color to implementer.	Prompt student to point and/or hand the requested crayon upon request.	
	Reward with candy.	

Accession Number 52677

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52677
TITLE: Using Knife Properly During Meals
AUTHOR(S): P. Pepper ID #19
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S)

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses knife properly during meals.	Situate the student in a sitting position and prompt him to use his knife to cut his food - witn only five verbal prompts during the meal. While in a sitting position, prompt student to use his knife to cut his food with only two verbal prompts during the meal.	Chair Table Knife

Accession Number 52678

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52678
TITLE: Look Right and Left Before Crossing Street
AUTHOR(S): L. Pueleo ID #21
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S)

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J8-06 Safety/Crossing Streets

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Looks right and left before crossing the street.	Demonstrate the procedure for correctly crossing a street. Prompt student to imitate.	

Accession Number 52679

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52679
TITLE: Taking Small Bites of Food
AUTHOR(S): B. Hawkins ID #08
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S)

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Takes small bites of food when prompted.	Prompt the student to take small bites of his food with verbal prompting every five minutes.	
Takes small bites of food without prompting.	Prompt the student to take small bites of his food with verbal prompting every fifteen minutes.	

Accession Number 52680

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52680
TITLE: Naming Four Fruits
AUTHOR(S): E. Czamble ID #03
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S)

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-08 Visual Imagery
A5-03 Tactile/Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Identifies fruits. Discriminates between fruits.	Place kit between you the student. Encourage student to close his eyes. Place four different furits (apples, oranges, tomatoes, and grapes) in front of student. Hold fruit up before student and ask him to identify. Toss the object to the student when the correct response is given.	Teacher cited: Peabody kit with different fruits and vegetables
	Recreate situation if an incorrect response is given. If necessary, give student the correct name of fruit.	
Tosses fruit back naming each at a time.	After naming all fruits, prompt student to toss fruits back simultaneously naming them.	

Accession Number 52681

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52681
TITLE: Using "Please" Approptriatly
AUTHOR(S): L. Pueleo
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S)

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses "please" appropriately.	While standing 5 to 10 feet from the implementer, prompt student to make use of the work "please" each time he wants to have the ball thrown to him. While in an eating situation, prompt the student to say "please" when he wants something, four times without prompting.	6" ball

Accession Number 52682

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52682
TITLE: Using "Thank You" Appropriately
AUTHOR(S): S. Kelly ID #10
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S)

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses "thank you" appropriately.	While standing two feet from the implementer and in a non-stimulating environment, prompt the student to say "thank you" each time that the ball is thrown to him. Reward with candy when prompting is not necessary.	6" ball

Accession Number 52683

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52683
TITLE: Throwing Ball Into Hula Hoop
AUTHOR(S): B. Hawkins ID #08
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S)

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:

A2-09	Visual Motor Integration
11-21	Gross Motor/Throw

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Throws ball to hit an object.	Starting at a distance of one foot from the hula hoop, prompt student to throw the ball underhanded, with both hands at chest level, into the hula hoop circle.	13" ball Hula hoop 3" (diameter)

Accession Number 52684

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52684
TITLE: Tying Shoelaces
AUTHOR(S): B. Stancato ID #26
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-12 Dressing/Undressing/Shoelaces

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes lacing procedure	Demonstrate the procedure for lacing a shoe.	Tie shoes Shoelaces
Laces through two eyes.	Prompt student to cross and string through two eyes of the shoe.	
Laces through four eyes.	Continue lacing four eyes; all eyes of the shoe.	
Laces through entire shoe	Reward each completed step with verbal praise and hugging. Remodel any incorrect responses.	

Accession Number 52685

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52685
TITLE: Tying Shoelaces
AUTHOR(S): H. Gross ID #06
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J9-12 Dressing/Undressing/Shoelaces

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place shoelace in front of student.	Tie shoes
Crosses shoelaces with assistance.	Assisting student, prompt student to cross shoelaces.	Shoelaces
Crosses shoelaces independently.	Prompt student to cross shoelaces independently.	
Makes knot with assistance.	Assist student in tucking top string under bottom after crossed and pull to form first knot.	
Makes knot independently.	Prompt student to repeat task independently.	
	Aid student in making one loop. Allow student to attempt task independently.	
	Assist student in making two loops. Allow student to complete task unaided.	
Ties bow with aid.	Assist student in crossing the two loops, tucking top loop under and pulling.	
Ties bow independently.	Prompt student to complete the task of tying a bow unaided.	
	Reward with verbal praises and hugs.	

Accession Number 52686

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52686
TITLE: Putting on Socks Independently
AUTHOR(S): B. Stancato ID #26
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-14 Dressing/Undressing/Socks

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes procedure for applying socks.	Beginning with largest pair of socks, demonstrate the procedure for putting on socks.	Socks: 1 large pair 1 student's size
Completes partially started task of applying socks.	Place sock on student just below the heel and prompt student to "put sock on." Reward.	
	Place sock on student to toes only and prompt student to complete task. Reward.	
Applies sock independently upon request.	Hand student a sock and prompt her to put on the sock. Repeat process using the student's sock.	
	Reward success with verbal praise, hugs, and/or candy.	

Accession Numb. ..687

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52687
TITLE: Touching and Naming Body Parts
AUTHOR(S): A. Gross ID #06
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M1-03 Self Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	While standing behind student in front of mirror, point to various parts of own body and say the name of the specific part.	Mirror
	Begin with names of gross body parts, e.g., head, arms, legs, tummy.	
Points to various body parts, imitating implementer.	Prompt student to point to the same various body parts. Reward correct responses and model incorrect responses again.	
	Repeat above, naming fine body parts, e.g., facial features, toes, fingers.	
	Prompt student to point to various body parts.	
	Reward correct responses with verbal praise, hugs or candy. Model incorrect responses again.	
Names various body parts	Point to various parts of the student' body and request that he elicit the name of each.	
	Reward all correct responses.	

Accession Number 52689

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52689
TITLE: Discriminating Circles From Squares and Triangles
AUTHOR(S): J. Masquelier ID #14
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	A2-06 Visual Discrimination D1-06 Readiness/Designs, Patterns

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Draw circles, squares and triangles on paper.	Paper with triangles, squares and circles drawn on it.
Traces circle with aid.	Take student's hand and trace around the circle.	
Traces circle independently.	Encourage student to trace the circle independently.	
Colors circle independently.	Prompt student to color in the circle.	
	Repeat procedure with square and triangle.	
Discriminates circles from squares and triangles.	Present student with a drawing of a circle and a square and ask him to color in the circle only.	
Colors a shape upon request.	Present student with a drawing of a triangle, circle, square and ask student to color in on particular shape.	
	Expect student to color in any shape upon request.	
	Reward with verbal praise and hugs.	

Accession Number 52690

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52690
TITLE: Identifying Color: Red, Yellow, Blue and Green.
AUTHOR(S): P. Walker ID #30
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-03 Readiness/Color Concepts
D1-10 Readiness/Label, Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Identifies colors: red yellow, blue and green	Make a red mark on paper and ask student to identify it. Tell the student the color is red. Prompt student to make a red mark on paper and repeat the name of the color. Repeat process for each color. Reward with verbal praise and hugs.	Crayons: Red Yellow Blue Green Paper

Accession Number 52692

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52692
TITLE: Stating Address Upon Request
AUTHOR(S): J. Masqueller ID #14
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M1-00 Self-Knowledge
M1-06 Self-Knowledge/Self Identification

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Tell student the name of the city where she lives.	
	Tell student the name of her street.	
	Tell student the number of her street.	
States address upon request.	Request that the student repeat entire address.	

Accession Number 52694

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52694
TITLE: Counting Blocks from 1-7
AUTHOR(S): P. Walker ID #30
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-03 Numeration/Counting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Hands one block on request.	Request student to hand you one block from a group of five blocks.	7 1" cube blocks
Hands two blocks on request.	Repeat process requesting two blocks.	
Hands three blocks on request.	Repeat process requesting three blocks.	
Hands four blocks on request.	Repeat process requesting four blocks.	
Hands five blocks on request.	Repeat process requesting five blocks.	
Hands six blocks on request.	Repeat process requesting six blocks.	
	Supply seven blocks and follow same procedure as with six blocks.	
	Give rewards of hugs and verbal praise.	

Accession Number 52695

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52695
TITLE: Drawing A Line Within A 1/2" Wide Margin
AUTHOR(S): A. Morrone ID #13
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Draws a 10" line within a 1" wide margin.	Prompt student to draw a line 10" long within 1" wide margin. Decrease margin to 3/4" wide, 5/8" wide, 1/2" wide, and finally to 3/8" wide.	Crayons or Flair Paper
Draws a 10" line within a 3/4" wide margin.		
Draws a 10" line within a 5/8" wide margin.		
Draws a 10" line within a 1/2" wide margin.		

Accession Number 52696

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52696
TITLE: Tracking Light from Flashlight
AUTHOR(S): H. Gibson ID #05
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-12 Visual Tracking/Pursuit/Fixation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Tracks light movement for increasingly longer periods of time.	In a darkened room, prompt student to follow the movement of the light from a flashlight. Attempt this first for a twenty-second period, then for twenty-five seconds, and gradually increase time period.	Flashlight

Accession Number 52697

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52697
TITLE: Stringing Beads According to Pattern
AUTHOR(S): E. Testa ID #27
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes bead pattern.	Create a pattern by drawing colored dots on a paper or string beads to develop a pattern for student to follow.	Beads String
Strings beads to follow pattern.	Prompt student to string beads in the established pattern, working from left to right, using a five bead pattern.	Pattern drawn by colored dots on paper

Accession Number 52698

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52698
TITLE: Hopping on Alternate Feet With Assistance
AUTHOR(S): T. Moses ID #16
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-10 Gross Motor/Hop

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Hops with assistance.	Hold student's hand and prompt him to hop on his right foot for three hops before putting down the left foot. This may be done in place or within an area of space. Increase number of hops as student progresses.	

Accession Number 52699

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52699
TITLE: Sitting Up With Assistance
AUTHOR(S): D. Adams ID #01
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-00 Gross Motor

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lays in supine position.	Hold stick at a distance of the student's arm length. Position student on the floor supine, with hands above head and legs stretched straight out.	Stick (4' long and strong enough to bear weight of student)

Accession Number 52700

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52700
TITLE: Counting to Three
AUTHOR(S): E. Testa ID #27
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-03 Numeration/Counting (Cardinal Concepts)

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Identifies number of items in a pile.	Create a pile of three items and prompt student to elicit the number in the pile. This can be achieved by encouraging the student to give the implementer each article one at a time, counting when asked for them. Increase items in pile and proceed as above.	Beads Flannel board cut-outs Blocks

NLRC/P

Accession Number 52701

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52701
TITLE: Running and Reversing Direction Before Stopping
AUTHOR(S): T. Moses ID #16
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-26 Gross Motor/Flexibility
11-08 Gross Motor/Gallop

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Runs in a gallop Reverses direction before stopping.	Prompt student to gallop a distance of 100 feet down a path the width of which is determined by the student's ability and narrowed gradually according to his progress. Instruct student to turn before stopping. Allow student to rest between trials.	

Accession Number 52702

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52702
TITLE: Hitting Suspended Ball with Bat
AUTHOR(S): D. Adams ID #01
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	A2-09 Visual Motor Integration 14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Swings bat to hit a ball.	Hold string and ball stationary and prompt student to swing bat towards the ball.	Plastic bat
Makes contact with bat and ball two out of three times.		Plastic ball suspended on a string of 24" length.

Accession Number 52703

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52703
TITLE: Jumps Over Stick
AUTHOR(S): E. Testa ID #27
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-11 Gross Motor/Jump
11-26 Gross Motor/Flexibility

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Jumps over stick a height of 2" off the floor three our of four times.	Hold stick 2" off the floor and prompt student to jump over the stick with both feet.	4' long stick
Jumps over stick an increasingly higher distance, but not exceeding 3 1/4"	Increase criteria in 1/2" intervals and at the same time raise the endurance level.	

Accession Number 52704

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52704
TITLE: Crawling With Assistance
AUTHOR(S): T. Moses ID #16
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-07 Gross Motor/Crawl

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Kneel on floor with student's legs between implementer's legs, laying in prone position with arms outstretched.	Mat
Creeps when stimulated	Prompt the student to creep by rubbing him on his back and sides.	
	Beginning time should be ten minutes and then increase time by two minute intervals when appropalte.	

Accession Number 52705

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52705
TITLE: Sitting With Head Erect
AUTHOR(S): D. Adams ID #01
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSJ #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Remains in seated position with head erect for a prescribed period of time.	Place student against wall, in seated position, legs crossed Indian style. Place head erect and begin timing. Increase time at two minute intervals when appropriate.	

Accession Number 5706

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52706
TITLE: Reaching for Toy from Prone Position
AUTHOR(S): E. Testa ID #27
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-13 Gross Motor/Reach
A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lays in prone position Reaches for toy. Hits toy to knock it over.	Place student on his stomach with head facing right side. Outstrectch and encourage student to reach for toy. Change distance from 8" to 10" and 1/2" intervals. Increase times to ten at intervals of one upon each successful task.	Mat Plastic rattle or squeak toy

Accession Number 52707

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52707
TITLE: Holding Head Erect with Support
AUTHOR(S): T. Moses ID #16
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Holds head erect with support.	Seat student in relaxation chair and stand to the right side with left arm around student's head, cupping chin with left hand. Decrease support to just supporting back of head with hand.	Chair

Accession Number 52708

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52708
TITLE: Using Spoon to Feed Self with Assistance
AUTHOR(S): D. Adams ID #01
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses utensil to feed self with help.	Hold student's hand or wrist and guide spoon to plate scooping the food onto the spoon then guiding hand to mouth.	Spoon Plate Food

Accession Number 52709

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52709
TITLE: Sitting in Tub of Water with Support
AUTHOR(S): E. Testa ID #27
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J4-01 Grooming/Bathing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in tub of water with support. Splashes water	Place student in tub with two inches of water. Support student by holding him under the arms. Splash student and prompt student to splash in the water also.	Tub Water

Accession Number 52710

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52710
TITLE: Preparation for Exercise
AUTHOR(S): T. Moses ID #16
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-03 Gross Motor/Body Movements

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to stimulating exercises.	Prior to any exercise of the day, for five minutes stimulate the student by rubbing and flexing his parts while student is laying on the mat on his stomach or back.	Mat

Accession Number 52711

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52711
TITLE: Lifting Posterior from Prone Position
AUTHOR(S): D. Adams
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-16 Gross Motor/Self Support

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lays in prone position. Lifts posterior with support. Strengthens back.	Sit on legs with student prone between them. Pull the student's posterior up with the student's hands out flat along side of his head. Hold position for one minute.	

Accession Number 52712

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52712
TITLE: Sitting with Support
AUTHOR(S): E. Testa ID #27
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in fetal position with support. Gains strength.	The implementer sits with legs spread apart and with student between implementer's legs in a fetal position. Support the student's back against the implementer's body. The implementer places his hands below the student's knees and rocks the student back and forth: five times for one minute. Continue this daily.	Mat

Accession Number 52713

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52713
TITLE: Baking Cookies
AUTHOR(S): S. Morgan ID #15
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: K3-04 Activities of Daily Living/Food Preparation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Listens and follows directions.	Read entire recipe and assemble all ingredients, heating the oven, greasing cookie sheets, preparing all materials. Prompt student to assist in the following procedures.	1 measuring cup set and spoon 2 lg. mixing bowls
Measures ingredients.	Measure all ingredients precisely.	1 electric mixer
Combines ingredients. Uses electric mixer.	Combine all ingredients according to recipe, demonstrating proper use of electric mixer.	1 oven 1 kitchen sink
	Bake cookies in oven for amount of time specified in recipe.	1 pkg. semi-sweet drops and all ingredients listed on back of pkg. for tollhouse cookies
Uses proper clean-up procedures.	Employ proper clean-up procedures. Wash all utensils and dishes. Clean counter tops.	
	Use discovery approach.	Large cookie sheets Cutting board Sharp knife (for chopping nuts)

Accession Number 52714

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52714
TITLE: Repeats Area Code on Request
AUTHOR(S): S. Morgan ID #15
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J8-21 Safety/Telephone/Postal Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Orally states area code when requested.	Encourang student to orally respond to, "What is your area code?" Student will give a logical response when asked, "Why do we need to know the area code?" Answer: A. for long distance phoning B. for filling out applications	Phone book

Accession Number 52715

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52715
TITLE: Floating, Swimming or Treading Water in Pool
AUTHOR(S): S. Shook ID #22
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S)

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 14-01 Recreation and Playground Activities/Swimming

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes procedure.	Verbally and physically explain procedure.	4½' swimming pool
Floats, swims, or treads water without touching the pool bottom or sides for a period of time.	Encourage student to float for one minute, two, three, four and gradually work up to five minutes.	

Accession Number 52716

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52716
TITLE: Reading Various Thermometers
AUTHOR(S): S. Morgan ID #15
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-11 Temperature

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Explains why oral thermometer should not be used for rectal reading and vice versa.	Prompt student to explain orally the difference between oral and rectal thermometers.	Oral thermometer Rectal thermometer
Prepares and cleans thermometer for use. Explains and demonstrates procedures for taking both oral and rectal readings. Holds thermometer correctly for reading. Reads to nearest tenth of degree on oral and rectal thermometer. Reads wall thermometer to the nearest degree.	Demonstrate for student how to: prepare and clean thermometer for use, take oral temperature for someone and explain procedure for taking rectal temperature, hold thermometer for proper reading in correct fashion, read body thermometer to nearest tenth of degree, read wall thermometer correctly. Allow student to imitate.	Watch with minute markings Wall thermometer

Accession Number 52717

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52717
TITLE: Introductions
AUTHOR(S): M. L. Laux ID #12
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Introduces two persons to each other: younger vs. older male vs. female	Encourage student to introduce two people to each other. Use people who are familiar to student. Within a simulated situation, have student correctly introduce: younger person to older person, male person to female person.	

Accession Number 52718

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52718
TITLE: Using Checkbook
AUTHOR(S): M. K. Troup ID #29
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F8-08 Math/General/Practical Mathematics

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes procedure for writing checks and record.	Demonstrate and verbally explain procedure for filling in a check and deposit record for one check and one deposit.	Check Deposit record or facsimile
Fills out check and corresponding record.	Student imitates procedures.	

Accession Number 52719

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER 52719
TITLE: Maintaining Daily Activities Chart
AUTHOR(S) S. [illegible]gan ID #15
SOURCE S[illegible] Traineeship Program - Clarion State College
EDITOR(S) P. [illegible]ager CCSU #15

CONTENT DESCRIPTORS F8-02 Math/General/Charts, Graphs, Tables

LEARNING OBJECTIVES:

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes procedure for logging daily activities.	Demonstrate and explain procedure for keeping a log for one day of all student's activities and the times they occur.	Paper Pencil Ruler
Prepares personal chart indicating times and activities from rising to bedtime.	Encourage student to draw a chart with one column marked TIME and one column marked ACTIVITY. Prompt student to maintain chart.	

Accession Number 52720

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52720
TITLE: Using Money Symbols
AUTHOR(S): S. Morgan ID #15
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-07 Money Concepts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Names symbols Explains meaning of symbols. Explains uses of symbols	Encourage student to name and explain uses for symbol when shown symbol card.	Paper Pencil 5" x 8" cards with printed symbols pertaining to money.

Accession Number 52723

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52723
TITLE: Setting Time and Alarm
AUTHOR(S): M. L. Laux ID #12
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-10 Telling Time

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes procedure for setting time and alarm.	Demonstrate for student the procedure for winding and setting both the time and alarm on a clock.	Alarm clock
Sets time and alarm.	Encourage student to set the time and wind the clock. Allow student to set five different times and five different alarm settings.	

Accession Number 52724

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52724
TITLE: Using Eating Utensils Properly
AUTHOR(S) S. Morgan ID #15
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes procedure for using eating utensils properly.	Demonstrate for student the proper use of eating utensils.	Meat on a plate Knife
Uses utensils properly.	Encourage student to cut her meat into 1" pieces with a fork in her left and a knife in her right hand.	Fork
Cuts meat into 1" pieces with utensils.		
	Constantly remind student verbally of proper usage.	

Accession Number 52725

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52725
TITLE: Identifying Objects During Self-Guided Tour
AUTHOR(S): S. Shook ID #22
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-10 Readiness/Label, Name

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes buildings during walk.	Accompany student on a tour of legal environment. Identify buildings, etc., which are significant.	
Names identified objects from memory.	Encourage student to name identified buildings afterwards.	
Identifies objects during self-guided tour.	Then prompt student to be a guide and identify the same objects from previous tour.	

Accession Number 52726

NLRC/P SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52726
TITLE: Completing Mail Order Form
AUTHOR(S): E. Testa ID #27
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F8-08 Math/General/Practical Mathematics
F8-02 Math/General/Charts, Graphs, Tables

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Completes mail order form following verbal instructions.	Prompt student to fill out catalog order form from verbal instruction.	Mail order Catalog and order form
Computes state sales tax and postage.	Student should be expected to figure the state sales tax, making use of a chart. Student should also compute postage when given total weight.	State sales tax chart Pencil Paper Parcel Post Chart

Accession Number 52727

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52727
TITLE: Chewing with Mouth Closed
AUTHOR(S): S. Morgan ID #15
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-02 Feeding/Eating/Chewing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes chewing method.	Demonstrate chewing with mouth closed.	
	Explain why chewing with mouth closed is encouraged.	
Practices chewing with mouth closed during mealtime.	Prompt student to practice method at mealtime.	
	During mealtime aid student with helpful reminders.	

Accession Number 52728

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52728
TITLE: Using Nail File Independently
AUTHOR(S): S. Morgan ID #15
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J4-14 Grooming/Nails

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes use of nail file	Demonstrate desired use of nail file for cleaning nails, and filing corner edges of nails.	Manicure Set
Participates in grooming nails.	Allow student opportunity to groom nails.	

Accession Number 52729

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52729
TITLE: Using a Road Map
AUTHOR(S): S. Morgan ID #15
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F8-02 Math/General/Chairs, Graphs, Tables

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes use of road map	Demonstrate and explain the use of a map legend.	Road maps
Reads and interprets map legend.	Prompt student to interpret and read legend in the same manner. Also, to compute distances between cities using scale of miles, locate cities and major highways, incorporate directional data (N, S, E,W). Finally, relate work to local map and use practically to locate familiar places and things.	
Locates and identifies major cities and roads.		

Accession Number 52731

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52731
TITLE: Walking a Straight Line
AUTHOR(S): B. Chambers, B. Klugh ID #02-11
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
With head in normal position and shoulders back, walks 3 steps one foot in front of the other along masking tape placed in a straight line on floor.	Prompt student to walk 3 steps, one foot in front of the other, along masking tape placed on the floor without droppind head and without deviating markedly from tape.	1" masking tape (6 ft. long)
Repeats for 5 steps.	Repeat for 5 steps.	
Repeats for 7 steps.	Repeat for 7 steps.	

Accession Number 52732

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52732
TITLE: Holding Utensils Correctly While Eating
AUTHOR(S): B. Chambers, ID #02
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Places fingers in correct position with assistance.	While saying "Hold your spoon right", prompt student to place fingers in correct position (placing handle between thumb and index finger with remaining fingers curved to hold utensil)	Fork or spoon Reinforcing food (potato chips, etc.)
	Reinforce successful attempt with a favorite food.	
Eats 2 spoonfuls consecutively while holding utensil correctly.	Prompt student to eat 2 spoonfuls consecutively while holding utensil correctly.	
	Reinforce successful attempts; remove food if student refuses to use utensil.	
Repeats until he uses utensil throughout entire meal.	Repeat until student uses utensil throughout entire meal.	

Accession Number 52733

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52733
TITLE: Bouncing Ball with Both Hands While Standing
AUTHOR(S): B. Chambers, B. Klugh ID #02-11
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-04 Gross Motor/Bounce

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bounces ball using palms of both hands.	Prompt student to bounce ball using palms of both hands while standing on a hard surface. Reward successful performance with candy.	13" playground rubber ball. Candy
Repeats until student can perform task 10 times consecutively.	Repeat until student can perform task 10 times.	